

DOCUMENT RESUME

ED 409 792

HE 030 302

AUTHOR Singer, Martin
TITLE Academic Relations between Canada and China: 1970-95.
INSTITUTION Association of Universities and Colleges of Canada, Ottawa (Ontario).
SPONS AGENCY Canadian International Development Agency, Ottawa (Ontario).
REPORT NO ISBN-0-88876-176-7
PUB DATE 96
NOTE 154p.
AVAILABLE FROM International Relations and Programs, Association of Universities and Colleges of Canada, 350 Albert Street, Suite 600, Ottawa, Ontario, K1R 1B1 Canada; phone: 613-563-1236, fax: 613-563-9745 (\$19.95, Canada; \$25.95, United States; \$30.95, other countries).
PUB TYPE Numerical/Quantitative Data (110) -- Opinion Papers (120) -- Reports - Evaluative (142)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Area Studies; *Canadian Studies; Colleges; *Cooperative Programs; Exchange Programs; Foreign Countries; Foreign Students; Higher Education; *Institutional Cooperation; International Educational Exchange; *International Programs; International Relations; International Studies; International Trade; Partnerships in Education; Scientific and Technical Information; Study Abroad; Tables (Data); Universities
IDENTIFIERS *Canada; *China

ABSTRACT

This report reviews development of Sino-Canadian academic relations over the past 25 years. It offers an overview of four periods of Sino-Canadian academic relations (1970-79, 1979-83, 1983-89, and 1989-95), and briefly describes a number of programs in six areas: (1) foreign trade and economic cooperation, (2) foreign affairs and international trade, (3) science and technology, (4) natural sciences and engineering, (5) social sciences and humanities, and (6) provincial initiatives. Included also are profiles of China-related activities at 30 Canadian universities, including: University of Alberta, University of British Columbia, University of Calgary, Carleton University, Concordia University, Dalhousie University, University of Guelph, Laurentian University of Sudbury, Universite Laval, University of Manitoba, McGill University, McMaster University, Universite de Montreal, University of New Brunswick, University of Ottawa, Universite du Quebec a Chicoutimi, Universite du Quebec a Montreal, Universite du Quebec a Trois Rivieres, Queen's University at Kingston, University of Regina, Ryerson Polytechnic University, Saint Mary's University, University of Saskatchewan, Simon Fraser University, Technical University of Nova Scotia, University of Toronto, University of Victoria, University of Waterloo, University of Western Ontario, and York University. Study findings are summarized from both a Canadian and a Chinese perspective. Twenty-five appendixes contain tables and charts of data and reference material on Sino-Canadian academic cooperative programs. (Contains 14 references.) (CH)

.....

AE

ED 409 792

Academic Relations Between Canada and China 1970-1995

AE 030 312

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
IN OTHER THAN PAPER COPY
HAS BEEN GRANTED BY

Association of Univ
& Colleges of Canada

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Association of Universities
and Colleges of Canada

Association des Universités
et Collèges du Canada

Academic Relations Between Canada and China 1970–95

A report prepared for the

**Association of
Universities and
Colleges of Canada**



**Association
des Universités et
Collèges du Canada**

by

**Dr Martin Singer
Concordia University
Montreal, Quebec
February 1996**

The Association of Universities and Colleges of Canada represents Canadian universities at home and abroad. Its mandate is to foster and promote the interests of higher education. AUCC is a not-for-profit, non-governmental association established in 1911. Its members fund core activities of government relations, research, information services and international cooperation. Members are represented within the membership and on the association's governing bodies by their presidents.

AUCC's international relations and programs encompasses a wide range of information, policy and management activities related to international higher education and human resources development in developing countries.

Working with a network of international liaison officers at member institutions, AUCC's international relations and programs organizes workshops and international conferences, administers programs that link Canadian universities with institutions in both the South and the North and speaks for the Canadian university community at international meetings.

For more information or further copies, please contact:

AUCC
International Relations and Programs
350 Albert Street, Suite 600
Ottawa ON K1R 1B1
Tel: (613) 563-1236
Fax: (613) 563-9745
E-mail: <jgoldsto@aucc.ca>

1996 AUCC
All rights reserved.
ISBN 0-88876-176-7

Price in Canadian dollars: Canada \$19.95 + GST; USA \$25.95; other countries \$30.95.

AUCC gratefully acknowledges the contribution of the Canadian International Development Agency to this publication.

Views presented in this publication are those of the author.

Acronyms and abbreviations

AUCC	Association of Universities and Colleges of Canada
CASS	Chinese Academy of Social Sciences
CCHDTP	Canada/China Human Development Training Program
CCLC	Canada/China Language Centre
CCLCP	Canada/China Language and Cultural Program
CCPEP	Canada/China Professorial Exchange Program
CCSEP	Canada/China Scholars Exchange Program
CCULP	Canada-China University Linkage Program
CCMEP	Canada-China Management Education Program
CDPF	country development policy framework
CIDA	Canadian International Development Agency
CMEC	Council of Ministers of Education of Canada
CUPID	Canadian University Projects in International Development (AUCC database)
ECNU	East China Normal University
EPM	École Polytechnique de Montréal
FAIT	Foreign Affairs and International Trade
HEC	École des Hautes Études Commerciales
HRD	human resources development
IDRC	International Development Research Centre
ILO	international liaison officer
IRCM	Institut de Recherches Cliniques de Montréal
LRI	Lanzhou Railway Institute
MBA	master's in business administration
MFERT	Ministry of Foreign Economic Relations and Trade
MOFTEC	Ministry of Foreign Trade and Economic Cooperation
MOU	memorandum of understanding
NSERC	Natural Sciences and Engineering Research Council
NNSFC	National Natural Sciences Foundation of China
OISE	Ontario Institute for Studies in Education
ROC	regional orientation centres
RPU	Ryerson Polytechnic University
SACS	Special Awards for Canadian Studies
SEdC	State Education Commission of China
SFU	Simon Fraser University
SIFC	Saskatchewan Indian Federated College
SSHRC	Social Science and Humanities Research Council
SSTC	State Science and Technology Commission
SUES	Shanghai University of Engineering and Science
SULCP	Special University Linkage Consolidation Program
SUT	Shanghai University of Technology
TTS	trainee tracking system

TUNS
UBC
UNB
UQAC
UQAM
UQATR
WUSC

Technical University of Nova Scotia
The University of British Columbia
University of New Brunswick
Université du Québec à Chicoutimi
Université du Québec à Montréal
Université du Québec à Trois Rivières
World University Service of Canada

Contents

Acknowledgments	i
Preface	ii
Part 1: Methods	1
Data collection in Canada	1
Data collection in China	3
Organizing the data	4
Part 2: Historical Overview	7
The four phases of Sino-Canadian academic relations	7
Phase one (1970-79)	8
Phase two (1979-83)	8
Phase three (1983-89)	10
Phase four (1989-95)	11
Government programs relevant to Sino-Canadian academic relations	12
CIDA and the Ministry of Foreign Trade and Economic Cooperation	13
Foreign Affairs and International Trade and the State Education Commission	17
IDRC and the State Science and Technology Commission	19
Natural Sciences and Engineering Research Council and the National Natural Sciences Foundation of China	20
Social Sciences and Humanities Research Council and the Chinese Academy of Social Sciences	20
Provincial initiatives	21
Part 3: China Profiles of Canadian Universities	23
University of Alberta	23
The University of British Columbia	25
The University of Calgary	28
Carleton University	29
Concordia University	30
Dalhousie University	31
University of Guelph	32
Laurentian University of Sudbury	33
Université Laval	34
The University of Manitoba	35
McGill University	36
McMaster University	38
Université de Montréal	39
University of New Brunswick	41

University of Ottawa	42
Université du Québec à Chicoutimi	43
Université du Québec à Montréal	43
Université du Québec à Trois Rivières	44
Queen's University at Kingston	45
The University of Regina	46
Ryerson Polytechnic University	47
Saint Mary's University	48
University of Saskatchewan	50
Simon Fraser University	51
Technical University of Nova Scotia	52
University of Toronto	53
University of Victoria	56
University of Waterloo	57
The University of Western Ontario	58
York University	59
 Part 4: Summary of Findings	 63
Key ingredients of successful Sino-Canadian academic cooperation	63
Canadian perspectives on Sino-Canadian academic relations	64
The benefits for individual Canadian academics	65
The benefits for Canadian universities	66
The benefits for Chinese academics	67
The benefits for Chinese universities	68
Canadian frustrations with Sino-Canadian academic cooperation	69
Chinese perspectives on Sino-Canadian academic relations	73
The benefits for individual Chinese academics	73
The benefits for Chinese universities	75
Chinese frustrations with Sino-Canadian academic cooperation	76
 Part 5: Perspectives and Recommendations	 79
Non-returnees	79
CIDA and China	80
The limited impact on Canadian universities	80
Sharing information and experience	81
Collaborative research	81
Canadian alumni in China	82
Canadian studies in China	82
Chinese studies in Canada	82
Recommendations	83
 Appendix 1: Interviewees (I) and survey respondents (S) in Canada	 87
 Appendix 2: Canadian interviewees and respondents by home province, specialization, gender and home institution	 99

Appendix 3: Interview questions for Canadian academics	101
Appendix 4: Letters and surveys for Canadian academics	103
Appendix 5: Interviewees (I) and survey respondents (S) in China	107
Appendix 6: Chinese interviewees and respondents by home province and institution, gender, area of specialization, and host province and university	115
Appendix 7: Selected Chinese institutions	119
Appendix 8: Survey of Chinese academics who have returned to China after advanced study or research in Canada	121
Appendix 9: Survey of directors of foreign affairs of universities, colleges and research institutes in China	123
Appendix 10: Universities responding to survey of foreign affairs directors	125
Appendix 11: Interview schedule in China, May 1995	127
Appendix 12: Comparative data on CIDA's China programs, 1983-95	129
Appendix 13: CCMEP linkages	131
Appendix 14: CCULP linkages	133
Appendix 15: ICDS/bilateral linkages	135
Appendix 16: The impact of CIDA funding on Canada/China academic cooperation by Canadian province	137
Appendix 17: The impact of CIDA funding on Canada/China academic cooperation by Canadian university	139
Appendix 18: The impact of CIDA funding on Canada/China academic cooperation, Chinese graduate students in Canada	141
Appendix 19: The impact of CIDA funding on Canada/China academic cooperation by Chinese province	143
Appendix 20: The impact of CIDA funding on Canada/China academic cooperation by Chinese institutions	145

Appendix 21: Impact of CIDA funding of Canada–China academic cooperation by field of specialization	147
Appendix 22: The impact of CIDA funding on Canada/China academic cooperation by gender	149
Appendix 23: Distribution of Canadian academics at Chinese universities under the Canada/China Scholar Exchange Program, 1990–95	151
Appendix 24: Distribution of Chinese academics at Canadian universities under the Canada/China Scholar Exchange Program, 1990–95	153
Appendix 25: IDRC in China, 1980–95	155
References	159
Endnotes	161

Acknowledgments

An undertaking such as this leaves one indebted to many people. I want to thank all of the Canadian and Chinese academics who agreed to be interviewed or who completed a written survey form. Your generosity and frankness encouraged me to complete this project in a timely fashion and to represent your views as accurately as possible. I also want to express my appreciation to the international liaison officers across Canada who were gracious hosts and indispensable sources of information and opinion.

I want to acknowledge the special encouragement and support that I received from my old friend Dr Wei Yu in China. Thank-you as well to Dr Li Zhimin of the State Education Commission and Dr He Liqun, Shi Lanxin and Huang Dawei at Southeast University (my home institution in China) as well as Dr Richard King at the Canadian embassy in Beijing, all of whom provided valuable advice and assistance.

At the Association of Universities and Colleges of Canada, I owe a special thank-you to Valdemar Larsen (without whom this project would never have been undertaken) for his patience, encouragement and unfailing support and, of course, to the whole AUCC China crew — Susan Winch, Mary Jane Kippers and Myra Lynn. During 1994–95, I served as a member of an AUCC committee to review and make recommendations on the final evaluation reports for 31 Canada–China University Linkage Program projects. I benefited from the advice of my colleagues on that committee (Valdemar Larsen, Dr Mary Schwass, Dr Glen Eyford, Mary Jane Kippers and Tim Loughheed) during the preparatory stages of this project.

I must also acknowledge the generous support from Concordia University, particularly from Dr Peter Bird, Andrew McAusland and Aaron Bauer in the faculty of arts and science and Dr Bruce Mabley, Dr Balbir Sahni and Marie Berryman at the Centre for International Academic Cooperation. My grateful appreciation to my three research assistants at Concordia — Serge Granger, Justina Tsui and, particularly, Deborah Shulman whose work on the project was critical to its successful and timely conclusion. Thank you as well to Linda McDonald and Donna Whittaker, both of whom did a wonderful job in holding the history department together and were very helpful to me (above and beyond the call of duty) on many occasions.

Finally, I owe my sincerest thanks to my wife Maria who has experienced every step of this interesting year with me and provided the encouragement and support to complete the project.

February 1996

Preface

This report focuses on the remarkable development of Sino-Canadian academic relations during the past 25 years. It examines in particular the involvement of and impact on Canadian and Chinese universities since Canada and the People's Republic of China established formal diplomatic relations in 1970.

Organized in five parts, the report begins with a brief review of the methods used to gather data for the project. Part 2 presents an historical overview of the 25-year period, providing both a chronological framework and an outline of relevant government initiatives and programs. Part 3 contains profiles of the China-related activities of 30 Canadian universities. Part 4 presents the perspectives of nearly 900 Canadian and Chinese academics (and a small number of government and nongovernment officials) who have been actively involved in Canada-China academic cooperation activities. Part 5 gives my perspectives on some of the problems that have emerged in Sino-Canadian academic relations and includes a number of recommendations on the future development of those relations. The report also includes 25 appendices containing tables and charts of data and reference material on Sino-Canadian academic relations.

Prepared for the Association of Universities and Colleges of Canada (AUCC) in conjunction with the State Education Commission of China and funded by the Canadian International Development Agency, this study is intended to build on rather than repeat my earlier work on Sino-Canadian academic relations. In the early 1980s and in the aftermath of an AUCC conference on "Canadian Universities and China," I prepared an AUCC-sponsored background study (Singer 1986), which was funded and published by the International Development Research Centre. In 1991, I presented a follow-up piece (Singer 1992) to a Honolulu conference on Chinese Education for the Twenty-first Century. I refer interested readers to these publications for detailed statistics and analysis of the earlier periods.

I have enjoyed this opportunity to take another look at Sino-Canadian academic relations. It has been gratifying to see many old friends again, both in Canada and in China, and to be greeted so warmly in the course of what almost appears to be turning into a longitudinal study of our academic cooperation. I am also grateful to AUCC both for the important role that it has played in the development of Canada-China academic cooperation and for the confidence that it has shown in me by asking me to undertake this project. I believe that Sino-Canadian academic relations are entering a new stage and that together Canadian and Chinese academics can shape our future cooperation to our mutual long-term advantage.¹

¹ I welcome your comments, criticisms and corrections, which should be forwarded to me c/o History Department, Concordia University, 1455 Blvd de Maisonneuve W, Montréal PQ, Canada H3G 1M8. You may also reach me by telephone (514 848-2401), fax (514 848-4538) or E-mail (msinger@vax2.concordia.ca).

Part 1: Methods

When I agreed to undertake this project, I knew from past experience that little of the research could be done in the comfort of a university library or government archive. Both of my earlier studies (Singer 1986, 1992) relied heavily on in-person interviews with participants in Canada-China academic cooperation activities.¹ Government and university documents and databases provide access to a wealth of relevant factual material, but they are of limited critical value. Once again, I needed to solicit information, evaluation and recommendations from the actual participants.

However, two new factors made exclusive reliance on interviews problematic: the opportunity to conduct interviews in both Canada and China and severe time constraints (only six months in 1995 were available for data collection). The possibility of relying only on written surveys distributed in both countries was briefly considered, but there were concerns about both the response rate and the usefulness of the responses. In the end, after consultation with several colleagues, I chose to use a combination of personal interviews with and written surveys from colleagues in both Canada and China.

Data collection in Canada

Canadian perspectives on Sino-Canadian academic relations have been drawn principally from four types of sources. A total of 537 Canadians (Appendix 1) provided their personal input through individual or group interviews or written survey responses (see also Appendix 2 for a breakdown of interviewees and survey respondents by province, gender, specialization and home institution). In addition, several databases and a great deal of documentation, particularly related to externally funded university linkages, were made available to me.

Due to the willingness of my colleagues at universities across Canada to speak with me frankly and at length, the one-on-one interview continues to be the most important source for Canadian information and opinion. For this project, 289 interviews were conducted at 32 universities and six governmental and nongovernmental agencies in eight provinces (all but 30 were conducted by me, the remainder by a research assistant under my supervision). Interviewees were predominantly male (79%) and were drawn from 13 academic specializations and three nonacademic areas. Most of the interviews were conducted between February and June 1995. Universities were selected on the basis of their China involvement as reflected in the Association of Universities and Colleges of Canada's (AUCC's) Canadian University Projects in

International Development (CUPID) database. For each university, initial contact was made (by telephone, then by fax) with the international liaison officer (ILO). The ILO selected the interviewees (aiming for a representative sample rather than an all-inclusive group) and arranged the logistics for my typically one-day visit to the campus.

Although the number of interviews in a day ranged from six to 21, a typical visit consisted of 10 individual interviews, each lasting approximately 45 minutes. Interviews were taped (with the permission of the interviewee) and each interviewee was asked the same six open-ended questions (see Appendix 3). On many campuses I had the opportunity to meet with Canadian academics whom I had interviewed in the early 1980s and to benefit from their historical perspective on Sino-Canadian academic relations.

The distribution of a questionnaire also proved to be very useful. In October 1995, a letter and accompanying survey form (with the same six questions asked in interviews) were mailed to 1000 Canadian academics who had not been interviewed, but who had been identified as active participants in academic cooperation with China (Appendix 4 contains sample letters and accompanying survey forms in English and French). Unfortunately, 140 letters could not be delivered (because of a death, retirement, relocation or incomplete address). From the remaining 860, we received 248 completed surveys, for a response rate of 28.8%. Responses were received from specialists in 13 academic fields at 31 universities in nine provinces. They varied in length and depth, but many more colleagues than I expected took the opportunity to share their experiences and perspectives.

Computer databases were a third important source of information on academic cooperation between Canada and China. Four databases of national scope proved particularly useful.

- Under contract with the Canadian International Development Agency (CIDA), World University Service of Canada (WUSC) has been maintaining a trainee-tracking system (TTS) of all CIDA-funded Chinese trainees (both academic and nonacademic) who have visited Canada since 1983; when the TTS database was sent to me in early 1995 it included nearly 4700 records containing basic information about each trainee.
- Two large CIDA programs — the Canada-China University Linkage Program (CCULP) and the Canada-China Management Education Program (CCMEP) — have maintained their own databases. Their National Coordinating Offices were able to provide information from them on both CIDA-funded, in-China activities of Canadian academics and CIDA-funded, in-Canada activities of Chinese academics in their particular programs.
- A fourth database — AUCC's CUPID — made it easier to place the China activities of Canadian universities in comparative and historical perspective.

In addition to these, a number of Canadian universities have developed their own international databases and were able to provide detailed information about the China activities of their professors.

Finally, documentation was collected from ILOs, China project directors and participating Canadian academics on every campus that I visited in Canada. This documentation included overviews of international activities on campus; detailed final reports on funded linkages with China; publications emanating from such linkages; copies of China-focused grant proposals; personal correspondence; and curricula vitae.

Data collection in China

The project also provided an opportunity to solicit feedback from Chinese academics who have been involved in academic cooperation activities with Canada (see Appendix 5 for a list of interviewees and Appendix 6 for a demographic breakdown). These included both people who have returned to China after periods of advanced study or research in Canada and those whose experience had been with Canadian academics in China. A total of 368 Chinese academics provided their feedback through interviews or survey responses.

The first challenge was to locate Chinese academics who had been involved in academic cooperation with Canada.² Early in the project I made two critical decisions. Faced with nearly 1000 Chinese universities, colleges and research institutes, I decided to focus on those that appeared to be most involved in academic cooperation with Canada. Based on my earlier work and the much more limited resources that were available to me at the time and bearing in mind the need for regional balance, I identified 60 Chinese institutions for this purpose (see Appendix 7). I also decided, in consultation with AUCC and the State Education Commission of China (SEDC), to ask for the help of the foreign affairs directors on these campuses to identify Chinese academics who had been most actively involved with Canada.

In December 1994, I designed and transmitted to SEDC two surveys, requesting that they be forwarded to the foreign affairs directors of the 60 Chinese institutions on my behalf. The first was a *Survey of Chinese Academics Who Have Returned to China After Advanced Study and/or Research in Canada* which consisted of 26 questions and an explanatory letter (see Appendix 8). By the time I arrived in China in May 1995, 218 written surveys from 39 Chinese institutions in 14 provinces had been forwarded to Southeast University in Nanjing. Most respondents were male (78%), and they were drawn from eight sectors of academic specialization. A second *Survey of Directors of Foreign Affairs of Universities, Colleges and Research Institutes in China* (Appendix 9) elicited 27 responses (Appendix 10). Although responses varied in length and detail, these two surveys proved to be invaluable sources of information and opinion for the project.

In May 1995, I also visited China to conduct interviews with Chinese academics who had been actively involved in academic cooperation in China. During a three-week period, I visited 20 universities (chosen from the 60 surveyed institutions) in five cities (Beijing, Changchun, Shanghai, Wuhan and Nanjing) and interviewed 118 Chinese academics. In addition, I interviewed five government officials from SEDC and the Ministry of Foreign Economic Cooperation and Trade.

Because of time constraints, I typically visited two institutions per day and interviews occurred

in group settings (see Appendix 11). The resulting discussions, which were not recorded, focused on the same six open-ended questions that I had used in Canada and were both useful and stimulating. During my visit to each university I also collected documentation on its international cooperation activities which allowed me to place its cooperation with Canada in perspective.

Organizing the data

A second challenge was how to organize the large amounts of data that I was collecting simultaneously from nearly 100 institutions spread across two countries. After consultation with a number of colleagues, I opted for a freeform database approach.³ I designed six distinct computer databases (described briefly below) into which the bulk of the data could be fed. The flexibility with which the data could be manipulated greatly facilitated my analysis and the writing of the final report.

The Canadian Academics and China database contains a distilled version of the relevant information, evaluations and recommendations provided by 537 Canadian academics in 289 interviews (more than 200 hours of recording) and 248 survey responses. The fact that both interviewees and survey respondents were asked identical open-ended questions greatly facilitated data entry, although interview and survey responses are easily distinguishable. This database has made it easier for me to approach the same information, evaluations and recommendations from multiple perspectives — by person, by question, by home or host province, by home or host institution, by project, by funding agency, by academic specialization and most importantly by subject.

The Chinese Academics Survey database contains the verbatim comments of 218 Chinese academics who have returned to China after one or more periods of advanced study or research in Canada. Because the 26 questions in this survey were much more focused than those in the Canadian questionnaire, this database facilitates analysis of defined aspects of the Chinese academic experience in Canada with or without reference to personal data.

The Foreign Affairs Directors Survey database contains the verbatim comments of directors of foreign affairs at 27 Chinese universities. It is much smaller than the previous databases, because of the limited number of responses, the more limited number of questions and significant variations in the way the questions were answered. This database has been useful in providing institutional context for linkages between Canadian and Chinese universities, but has been of limited use in comparative analysis.

The equally small China Interviews and Discussions database proved to be impossible to organize by person, because most meetings occurred in groups and most "interviews" became discussions. It is, therefore, arranged by institutional visit (22), and is thus primarily useful for information storage rather than data manipulation.

The Canadian University Hosts database is intended to establish how many CIDA-funded Chinese academics have been hosted by each Canadian university. Its entries are extracted from the TTS database, supplemented by information from the CCMEP and CCULP databases and

other sources. It facilitates comparative analysis not only by Canadian institution and province, but also by Chinese institution and province, by subject, by gender and by funding source. At the moment, it contains records for 2590 CIDA-funded Chinese academics. I expect that, in the future, it would be useful to try to incorporate into this database information about Chinese academic visitors to Canadian universities funded through non-CIDA sources.

The Canadian Academics in China database is designed to establish a listing of all Canadian academics who have traveled to China for academic purposes with benefit of public funds (federal or provincial). At the moment, it contains information about 1461 visits, of which 1202 have been funded through major CIDA China programs. This database is incomplete because it proved difficult, within the time constraints of the present study, to obtain detailed information about funding of such visits from some Canadian provinces and the involvement of Canadian university personnel in some smaller CIDA China projects.

These six databases are the foundation for the remainder of this report. I realize with regret that this report barely taps the potential of the data. It will certainly take more time and more effort to maximize the usefulness of the information to practitioners and researchers in Canada and in China.

Part 2: Historical Overview

This section is intended to provide historical context for the findings and recommendations presented later in the report. It begins with a discussion of the periodization of Sino-Canadian academic relations, highlighting the implications of each period for the principal participants — Canadian academics, Chinese academics and Canadian and Chinese universities. It also outlines the history of major government-to-government programs that have had an impact on academic cooperation between Canada and China.

The four phases of Sino-Canadian academic relations

1995 marked the 25th anniversary of the establishment of formal diplomatic relations between Canada and the People's Republic of China. Nevertheless, academic contacts between the two countries date back more than 100 years to the late 19th century. It was undoubtedly missionaries, operating principally in west, central and south China, who served as the first Canadian teachers in China and, in the early decades of the 20th century, worked to facilitate advanced study in Canada by their most promising students.

Early contacts between Canadian and Chinese universities appear to have been informal and restricted to a few institutions during the period leading up to the Sino-Japanese War (1937–45) and the Civil War (1945–49). With the proclamation of the People's Republic of China in 1949, most Canadian missionaries withdrew from the country and even informal academic contact became difficult. As far as I have been able to determine, the development of formal and sustained academic relations between Canada and China dates from 1970.⁴

Since 1970, Sino-Canadian academic relations have gone through four distinct phases and are about to enter a fifth. The predominant academic activities in each phase have been dramatically different. To a considerable extent, government initiative (rather than academic planning) has determined the shape, direction and pace of academic cooperation between Canada and China.

Phase one (1970-79)⁵

During the first phase of Sino-Canadian academic relations, opportunities for contacts between Canadian and Chinese academics were very limited. For this reason, subsequent to the establishment of formal diplomatic relations in October 1970, two government-to-government initiatives proved particularly important to the development of academic cooperation between the two countries. The official Canada/China Student Exchange Program which began in 1973 provided for up to two years of non-degree language training and advanced study for 20 (later 25) students. The Canada/China Scholars Exchange Program (which was initiated in 1974 but operated regularly beginning in 1977) provided three-month teaching opportunities in China for a limited number of language teachers.

Canadian academics — As one might expect, many Canadian academics were interested in visiting China during phase one. Fewer than 100 (80 students and 19 language teachers) could be accommodated in the official exchange programs described above. Most Canadian academics who wished to get a first glimpse of China had no alternative but to join short-term "study tours" or "friendship" delegations (most frequently organized by individual Canadian universities or by the Canada/China Friendship Society respectively) for group tours to China that typically included brief visits to a few academic institutions. By 1979, nearly 1000 Canadian professors and students had visited China in 54 such delegations or tours.

Chinese academics — Only a small number of Chinese academics were able to visit Canada at this time. Long-term visitors came either under the auspices of the Canada/China Student Exchange Program or as "special students" for up to two years of non-degree undergraduate study at a handful of Canadian universities in Ontario and Quebec. A small number of thematically organized Chinese academic delegations (perhaps as many as 28 with under 200 participants drawn mostly from the sciences, engineering and medicine) also visited a number of Canadian universities during this period.

University cooperation — There appears to have been very little communication between Canadian and Chinese universities during phase one. Only a few Canadian universities — mostly in Ontario and Quebec — benefited from having Chinese students on campus. Only a small number of returned Canadian exchange students were present on Canadian campuses. On the other hand, some Canadian universities experienced a dramatic increase in the number of visiting Chinese academic delegations in 1978 and 1979.

Phase two (1979-83)⁶

During the second phase of academic relations, there was a dramatic increase in both the variety and volume of contacts. This change resulted from the signing in June 1979 of a broader government-to-government agreement on academic cooperation. This signaled the start of an official Visiting Scholars Program for Chinese academics. It also sanctioned the conclusion of formal linkage agreements between Canadian and Chinese universities to facilitate the exchange of students and scholars. In consequence, the International Development Research Centre (IDRC) and the Social Science and Humanities Research Council (SSHRC) concluded

cooperation agreements with the State Science and Technology Commission (SSTC) and the Chinese Academy of Social Sciences (CASS), respectively, thereby making funding available for collaborative research. On the other hand, the Canada/China Student Exchange Program was significantly reduced in size at Canadian initiative in response to financial constraints. In addition, the governments of British Columbia and Quebec negotiated separate agreements with the Chinese Ministry of Education to facilitate academic exchanges for their residents.

Canadian academics — Many more Canadian academics became involved in academic cooperation with China during this phase. A large number found themselves serving as “faculty supervisors” for Chinese visiting scholars on their campuses. Some Canadian professors, particularly in engineering and the sciences, traveled to China individually; they typically lectured in their areas of specialization at the invitation of Chinese institutions, more often than not on the initiative of a returned visiting scholar. A small number of Canadian social scientists were able to visit China for research purposes. The Canada/China Student Exchange Program continued to be the principal mechanism for Canadian students to have access to Chinese universities. The number of Canadian academic delegations to China also increased dramatically during this period and these delegations typically had both more control over their itineraries and more focused objectives. In total, more than 500 Canadian university professors visited China for academic purposes during these years, either individually or as members of more than 60 delegations.

Chinese academics — Phase two also witnessed a dramatic increase in the number of longer-term visits to Canada by Chinese academics. These visitors were no longer concentrated on a few Canadian campuses, but were now present at 38 universities in nine provinces. The Visiting Scholars Program, administered in Canada by the Council of Ministers of Education of Canada (CMEC) placed approximately 500 mid-career academics in Canada, typically for non-degree advanced study, research or both (particularly in engineering and the sciences) at Chinese government expense. On their return to China, many visiting scholars worked to maintain and foster their research links with Canada. In addition, an increasing number of Chinese academics began to apply for graduate study in Canada. By the end of this period more than 300 students from China had enrolled in the graduate programs of Canadian universities. The official student exchange program continued to bring Chinese students to Canada for non-degree language study. The number of Chinese delegations visiting Canadian campuses also increased dramatically and they became more focused in their objectives. During this period the Chinese government was providing financial support for nearly 50% of the long-term Chinese academic visitors to Canada, while the Canadian government (12%) and Canadian host institutions (10%) played a much more limited role.

University cooperation — During phase two, more than 40 institutional linkages were negotiated between Canadian and Chinese institutions. Some formal cooperation agreements, which were negotiated and signed during brief visits by touring academic delegations, were really only agreements in principle; others were based on more discussion and were more specific in their objectives. Most linkage agreements were contingent on external funding that was not readily available during this period. In fact, although most Chinese universities had foreign affairs offices, few Canadian universities were organized for international cooperation in the early 1980s. AUCC's new International Division played an increasingly important role in

facilitating the exchange of Canada-China information and experience in Canada.

Phase three (1983-89)⁷

During the third phase, there was a further dramatic increase in the variety and volume of academic contacts. This change resulted primarily from two factors. In late 1983, Canada and China signed a General Agreement... on Development Cooperation which designated CIDA and the then Ministry of Foreign Economic Relations and Trade (MFERT) as "coordinators" of CIDA development assistance for China. CIDA's presence in China made significant funding available for Sino-Canadian academic cooperation, particularly for human resources development (HRD) through university linkages. CIDA funding for China was initially targeted at \$80 million (1982-87), but was increased to \$200 million beginning in 1987. By the end of this phase three period (1989), annual CIDA expenditures for China had increased to nearly \$40 million.

A second factor was the decision of the Chinese government to phase out the CMEC-administered non-degree Visiting Scholars Program and instead to encourage Chinese graduate students to apply directly for admission to graduate programs at Canadian universities. In addition, Ontario and Alberta concluded twinning agreements with Jiangsu and Heilongjiang, respectively, thereby facilitating academic cooperation between academics in those provinces. Unexpectedly, toward the end of the period SSHRC-CASS cooperation was unilaterally terminated by SSHRC on financial grounds.

Canadian academics — Phase three was an exciting period for most Canadian academics interested in contact with China. Many Canadian professors (particularly in engineering and the sciences) found themselves inundated with individual applications for graduate study from outstanding young Chinese students. On arrival, these students, who typically received financial support from the research funds of their Canadian professors, had a significant impact on the research activities of those professors. Canadian professors at institutions with CIDA-funded projects quickly discovered that they were being provided with a large number of fully funded and often highly motivated graduate students and visiting scholars. Many Canadian academics, particularly those whose institutions were involved in externally funded linkages, were also offered the opportunity to visit China (usually for one month or less) to offer short courses in their fields of specialization. Although CIDA-funded activities emphasized training, a small number of Canadian academics were able to establish collaborative research ties with Chinese colleagues and some benefited from increased IDRC funding for China during the period. On the other hand, although Canadian social scientists enjoyed new provincial funding, many were disheartened by the cancellation of the SSHRC-CASS exchange and by suggestions that the Canada/China Student Exchange Program might no longer be necessary.

Chinese academics — Phase three also provided Chinese academics with many more opportunities for academic cooperation with Canada; their presence on Canadian campuses increased dramatically. The number of Chinese students enrolled in graduate programs at Canadian universities grew from perhaps 300 in 1983 to as many as 3000 in 1989. By 1986, China had already become the most important source of international graduate students in

Canada. CIDA-funded students accounted for only a small percentage of this increase. During this period, Canadian universities seem to have become the principal source of financial support for Chinese graduate students in Canada. There was also a steady flow of younger "visiting scholars" who came to Canada for shorter periods of non-degree study, but many in this category converted to graduate student status once they were in Canada. One trend that emerged during this period was the tendency for graduate students from China to prolong their stay in Canada after completing their intended program of studies. Chinese academics who remained in China also came into contact with the increasing number of Canadian professors teaching or doing research in China, particularly as part of CIDA and IDRC projects.

University cooperation — During phase three the "university linkage" was the preferred model for academic cooperation between Canadian and Chinese universities. The 1987 announcement of a CIDA-funded Canada China University Linkage Program with funding for 30 university linkages in three cycles further encouraged this form of cooperation. By 1989, there were certainly more than 200 university linkages, perhaps half of which were receiving substantial CIDA or IDRC funding. Funded linkages brought opportunities to Canadian universities, but they also brought increasing administrative responsibility, and they tended to emphasize training (of Chinese students) rather than collaborative research (with Chinese professors). On the other hand, few linkages without external funding were able to flourish. Another challenge faced by Canadian universities during this period was the increasing pressure of Chinese graduate students on a diminishing pool of research and teaching assistantship funding.

Phase four (1989-95)⁸

During the fourth phase of Sino-Canadian academic relations, significant adjustments had to be made to the model of academic cooperation that had emerged in the earlier phases. In light of events in China in June 1989 and the Canadian government's "special immigration policy" for Chinese nationals in Canada (in effect from June 1989 until October 1990), it appears that a majority of Chinese academics in Canada at the time applied for and received "permanent resident status" in Canada and "delayed" their return to China. In response, the Chinese government changed its policy on sending officially sponsored graduate students abroad, particularly to Canada, emphasizing in-China activities instead. In consequence, most of CIDA's China programs were revised in 1990 and 1991 to, in effect, "write off" the non-returnees, place more emphasis on in-China activities and restrict in-Canada activities for Chinese academics to short-term non-degree training. Finally, in the early 1990s, CIDA began a review of its China program that led to a shift away from reliance on university linkages as a vehicle for HRD in China.

Canadian academics — During phase four, Canadian academics had to adjust to the realities described above, most of which were beyond their control. Many found that their long-term plans for academic cooperation with China had to be reviewed in light of the decision of their Chinese students to remain in Canada; the revision of CIDA projects to de-emphasize in-Canada graduate training in favour of in-China activities; the implications of working with short-term visiting scholars from China in Canada; a slow but steady decline in the number of graduate students from China in Canada; and the availability of other international development opportunities. On

the other hand, in recent years a significant number of Canadian academics have decided to renew their commitment to Sino-Canadian academic cooperation. Many have participated in in-China activities and planned future academic cooperation with their Chinese colleagues.

Chinese academics — Chinese academics also had to adjust their plans for academic cooperation with Canada. Every Chinese academic in Canada in 1989 had to grapple with the implications of the National Emergency Support for Chinese Students Program (see Singer 1992, pp. 24-28). On the other hand, by the middle of the period more and more "non-returnees" were returning to China, at least to visit. Meanwhile, although China continued to be the leading source for international graduate students in Canada, the numbers slowly declined (Canadian Bureau for International Education, 1993, p. 16; 1995, p. 16).

In the years immediately after 1989, the non-returnee issue loomed large for many Chinese academics who remained in Canada. Some senior ones initially lost their enthusiasm for continued cooperation with China. In certain cases the non-returnees disrupted the work of academic units in China that were expecting them back. In addition, junior Chinese academics who had expected to be able to pursue graduate studies in Canada were frustrated. Despite these difficulties, many Chinese academics continued their involvement with Canada. In the case of CIDA-funded projects, they participated in "national element activities" and worked to design new projects for future cooperation.

University cooperation — During phase four, the strength of linkages between Canadian and Chinese universities was really put to the test. The non-return of Chinese students and scholars to China and the need to revise substantially most CIDA projects particularly strained some linkages. The non-returnee issue also raised questions about how to measure the "success" of some CIDA-funded projects. Nevertheless, as externally funded projects drew to a close, many project directors and university officials were emphasizing the accomplishments rather than the frustrations that had resulted from their cooperation. It was not at all clear how many linkages would survive and prosper despite the loss of CIDA funding.

Government programs relevant to Sino-Canadian academic relations

As this chronology demonstrates, government-to-government agreements have played a significant role in determining the shape and direction of academic cooperation between Canada and China. The following section, emphasizing CIDA activities in China, outlines the historical development of five government-to-government programs and their implications for academic cooperation between Canadian and Chinese universities. I also look briefly at the China activities of three Canadian provinces.

CIDA and the Ministry of Foreign Trade and Economic Cooperation⁹

CIDA, whose mandate is "to support sustainable development in developing countries" (CIDA 1994a, p. 3), is responsible for disbursement of the largest part of Canada's official development assistance. CIDA's involvement in China can be traced back to 1981 when its president visited China as a member of a delegation led by the secretary of state for external affairs. After extensive consultations in Canada in late 1981 and early 1982 (including an AUCC-sponsored meeting with Canadian university representatives at the University of Regina in April 1982) and an exchange of program missions with MFERT (now the Ministry of Foreign Trade and Economic Cooperation [MOFTEC]), a General Agreement between the Government of Canada and the Government of the People's Republic of China on Development Cooperation was signed in October 1983, designating CIDA and MFERT as "coordinating authorities."

During the period from 1982/83 to 1988/89, CIDA's annual government-to-government expenditures for China grew from \$2.59 million to \$38.71 million; after declining to \$28 million in 1990/91, they rose above \$30 million per year in the two subsequent years (CIDA 1993, p. 8; 1994b, p. 2). The China program is administered from CIDA headquarters in Hull, Quebec; CIDA also maintains a significant presence at the Canadian embassy in Beijing and a separate Cooperation Support Unit there to facilitate Canada's development assistance to China.

From the beginning, CIDA's approach to China was "the multiplication of contacts at the thinking level" and "building human and institutional linkages between Chinese and Canadians" (Singer 1992, p. 15). Its China programming originally focused on four priority sectors — agriculture, forestry, energy and HRD — but it soon became clear that HRD was the principal focus. Canadian university involvement in CIDA's China programming was principally through "linkages" and from 1983 to 1994 these linkages were central to CIDA's activities in China.

In the early 1990s, CIDA's China program began to reevaluate its emphasis on linkages, particularly university linkages. Following a "country program review" in late 1994, the agency issued a new "country development policy framework" (CDPF) that identified three priority areas for CIDA's "new" China program — economic cooperation; environmental sustainability; and human rights, democratic development and good governance. The CDPF also encourages a "consortium approach" in which "preference... would be given to non-public sector entities" and universities (and colleges) would become part of a "mix of stakeholder groups." It describes as a "special challenge" the need to determine "how to best utilize our past investments and to realign the involvement of Canadian universities and colleges" (CIDA 1994c, p. 12). Between 1993 and 1995, all major university linkage-based CIDA programs were concluded, although a "special university linkage consolidation program" was subsequently approved "to maximize the return from past investments" (CIDA 1994c, p. 13).

It would certainly not be an exaggeration to suggest that Canadian and Chinese universities played a critical role in many of CIDA's China programs and projects between 1983 and 1995. Nevertheless, in this report I focus on five programs that have seen the most significant university involvement; in fact, they account for 87.3% of all CIDA-funded Chinese academics hosted in Canadian universities at this time (see Appendix 12 for data on CIDA's major China programs). These are the China programs with which most of my interviewees and survey

respondents in both Canada and China were involved. After briefly describing each program, I will offer a statistical overview of the impact of CIDA funding on Canadian and Chinese universities.

Canada/China Language and Cultural Program (CCLCP) — Described by CIDA (1984, p. 2) as the "linchpin" of its HRD activities for China, this program was in operation for 10 years from 1983 to 1993. It consisted of two distinct but complementary components, both of which were managed by Saint Mary's University in Halifax. CCLCP established a Canada/China Language Centre (CCLC) in Beijing and a network of regional orientation centres (ROCs) across Canada. The CCLC was initially located at the Beijing Institute for Foreign Trade (now known as the University of International Business and Economics), but, in 1987, was moved to the campus of Beijing Normal University.

Jointly staffed by teachers from Saint Mary's and Beijing Normal, CCLC's mandate was to provide language testing and, where necessary, English and French language training for CIDA-sponsored Chinese trainees who were scheduled to visit Canada. During Phase II of the project (1990-93), CCLC administered the CanTEST to more than 2100 CIDA candidates, while language training was provided to more than 800 people. In Canada there were originally five ROCs, but the number was reduced to three — located at the University of British Columbia, York University and Université de Montréal. They delivered "cultural training programs" to nearly 500 CIDA-funded Chinese trainees in Canada and "outreach" services to nearly 1000 CIDA trainees during their stay in Canada. CCLCP also included a teacher training program that sent 19 teachers from Beijing Normal University to Canada for advanced training in foreign language teaching.

CCLCP received a total CIDA disbursement of \$23.5 million. Over the life of the project, Chinese academics made 72 CIDA-funded visits to Canadian universities for a total duration of 20 739 days in Canada; during Phase II, 17 CIDA-funded Canadian academics spent a total of 10 029 days in China. Beijing Normal University assumed responsibility for the management of the CCLC in January 1993 and the CCLCP formally concluded in August 1993 (CCLCP 1993).

Canada/China Human Development Training Program (CCHDTP) — This 12-year program, administered through a WUSC-MOFTEC "joint project office" on the campus of the University of International Business and Economics in Beijing, was intended to provide individually designed training programs (including "practical attachments" in organizations) in Canada for experienced Chinese professionals in key development positions. It was not university based, but it included a significant university component. In Phase II of the project a subprogram provided specialized training for Chinese interpreters. It was also under this project that WUSC assumed responsibility for the trainee-tracking system described earlier. Most of the 833 trainees remained in Canada for 13.5 months. CCHDTP received a total of \$30.2 million from CIDA. Over the life of the project, 442 trainees spent a total of 170 952 days at 40 Canadian universities in nine provinces.

Canada/China Management Education Program (CCMEP) — This 12-year linkage-based program (1983-95) was intended to strengthen management education in China by introducing Western management theory and teaching methods at key Chinese universities. In Phase I

(1983–90) eight Chinese and 10 Canadian universities were linked; in Phase II (1987–94) the Canadian Federation of Deans of Management and Administrative Studies administered CCMEP as an “umbrella project” (with additional associate universities for each linkage) through a national coordinating office located at McGill University (see Appendix 13 for a list of the participating universities).

The main activities in each linkage were similar: Canadian professors traveled to China primarily to teach graduate courses in management; and Chinese academics traveled to Canada for graduate training (before 1989) or as short-term visiting scholars. Phase one focused on MBA-level training (and led to the introduction of MBA programs at major Chinese universities). Phase II included the establishment of two Sino-Canadian Joint PhD Training Centres (at Xian Jiaotong University and at Nankai University) and the introduction of a number of executive training programs for Chinese managers. CCMEP also facilitated some collaborative research activities and convened several conferences both in Canada and China.

CCMEP was CIDA's largest China program involving Canadian universities, with a total disbursement of \$38.4 million. As of January 1995, Chinese academics had made 909 CIDA-funded visits to 20 Canadian universities (including 229 visits to enroll in graduate programs) for a total of 260 343 days in Canada. During the same period, Canadian professors from 30 universities made 468 CIDA-funded visits to China for a total of 15 536 days. Although CCMEP activities ended in 1995, a follow-up Canada–China university–industry partnerships program will begin in spring 1996 under the auspices of the Canadian Association of Graduate Management Schools.

Canada China University Linkage Program (CCULP) — This eight-year (1988–95) “umbrella project,” administered by AUCC, was intended to facilitate 31 linkages between Chinese and Canadian universities and teaching hospitals (see Appendix 14), thereby, promoting HRD and enhancing the institutional capacity of the Chinese partners. CCULP linkages, which were phased in over three cycles, were distributed over many fields, but were most heavily concentrated in agriculture, education, engineering, health, natural sciences and social sciences. Typical linkage activities included sending Canadian academics to teach graduate courses in China, bringing Chinese academics to Canada for advanced training at the partner institution, promoting research collaboration and encouraging curriculum development. CCULP included a number of “national elements” conferences in the final years of the program. Program activities for all 31 linkages were concluded by 1995.

CIDA's total disbursement for CCULP was \$19.25 million. As of January 1995, Chinese academics had made 661 CIDA-funded visits to Canada for advanced study and research and remained at 24 universities for a total of 121 904 days in Canada. During the same period, Canadian academics made 541 CIDA-funded visits to China and remained there for 14 721 days. In the fall of 1995, AUCC announced a follow-up Special University Linkage Consolidation Program (SULCP) which will provide additional funding for a maximum of five years for up to 10 potentially self-sustaining CCULP linkage projects in areas of national priority.

ICDS/bilateral projects — These 10 CIDA-funded university linkages (Appendix 15), which predated CCULP, were mostly larger and longer projects that were initially administered directly

by CIDA's China desk, but (in all but one case) were subsequently made part of AUCC's administrative responsibility. These diverse projects covered a broad spectrum of fields, with particular emphasis on engineering, management and agriculture. Total CIDA disbursements for these projects was \$7.78 million between 1981 and 1995. During that 14-year period, Chinese academics made 217 CIDA-funded visits to Canadian universities for a total of 129 225 days; Canadian academics made 161 CIDA-funded visits to Chinese universities for a total of 13 637 days in China.

Given the significant Canadian and Chinese university involvement in the CIDA projects described here, it appears critical to attempt to measure and evaluate the impact of all this activity on the university sector. Using the databases described earlier, I have prepared a series of tables and charts (Appendices 16-22), which are summarized in the text. In a later section, I present the perspectives of the participants as they have been made known to me.

Canadian provinces — Every province and region of Canada has benefited to some extent from CIDA-funded cooperation between Canadian and Chinese universities. In terms of CIDA-funded travel to China, academics from Ontario (46.7%) and the Atlantic provinces (23.4%) appear to have benefited most, whereas those from the west (15.9%) and Quebec (14.0%) benefited less (Appendix 16). In terms of CIDA funding for Chinese academics engaged in advanced study and research, universities in Ontario (42.8%) appear to have benefited more than universities in the west (27.0%) and in Quebec (22.1%) and much more than universities in the Atlantic provinces (8.1%).

Canadian universities — Academics at 45 Canadian universities benefited from CIDA funding of cooperative activities with Chinese universities. People from 37 Canadian institutions traveled to China with CIDA financial support. However, 10 universities received 76% of this funding, and 56.9% went to academics at only five universities (Saint Mary's, McMaster, Ryerson Polytechnic, the University of Toronto and the University of British Columbia). CIDA-funded Chinese academics engaged in advanced study or research at 41 Canadian universities, with the majority (58.4%) concentrated at 10 Canadian institutions (the top five were the University of Toronto, the University of British Columbia, McMaster, McGill and the University of Alberta (see Appendix 17).

Graduate studies at Canadian universities — Only a small proportion of CIDA-funded Chinese academics who came to Canadian universities were enrolled in graduate programs (20.5%), but in terms of length of stay they were responsible for 52.6% of all CIDA-funded time spent in Canada by Chinese academics (Appendix 18). The percentage of time spent in graduate studies in Canada was higher in the earlier programs (CCLCP and ICDS/bilateral) and lower in later programs (such as CCULP), reflecting changes in Chinese policy after 1989.

Chinese provinces — Thirty Chinese provinces, municipalities and autonomous regions benefited from CIDA funding for Canada-China university cooperation (Appendix 19). The home institutions of CIDA-funded Chinese academics who visited Canada were heavily concentrated (68.2%) in five locations (Beijing, Tianjin, Shanghai, Heilongjiang and Hubei), with the majority (53.7%) in China's three large municipalities. CIDA-funded Canadian

academic visitors went to institutions in 15 locations across China, but were heavily concentrated (67.1%) in Beijing, Shanghai and Tianjin.

Chinese universities — As many as 659 institutions across China benefited from CIDA funding. A significant proportion (41.8%) of CIDA-funded Chinese academics who traveled to Canada for advanced study and research came from 10 Chinese universities, the top five of which were Nankai University, Beijing University of Science and Technology, Central China University of Science and Technology, Shanghai Jiaotong University and the University of International Business and Economics (Appendix 20). CIDA-funded Canadian academics were distributed across 52 institutions, but a large majority (71.1%) were concentrated at 10 institutions, of which the top five universities were Beijing Normal University, Beijing University of Science and Technology, Shanghai University of Technology, Nankai University and Central China University of Science and Technology.

Fields of specialization — CIDA-funded academic cooperation between Canadian and Chinese universities covered 13 academic areas (Appendix 21). The largest number of CIDA-funded Chinese academics engaged in advanced study or research at Canadian universities were specializing in management (35.3%), but there were also a significant number in agriculture (17.5%), the social sciences (14.9%), engineering (11.7%) and health (6.7%). CIDA-funded Canadians at Chinese universities were predominantly in management (28.5%) and the humanities (25.1%), but there were also a significant number in engineering (12%), health (10.8%) and social sciences (9.2%).

Gender — Women played a significant role in CIDA-funded academic cooperation between Canada and China, but their rate of participation was far lower than that of men (Appendix 22). Among CIDA-funded Canadian academics in China, 34.8% were women. The rate of participation of their Chinese counterparts was only 24.5%. There was also significant variation in the rate of female participation from program to program.

Foreign Affairs and International Trade and the State Education Commission

Although comparatively modest in scale, cooperation between Foreign Affairs and International Trade (FAIT, a component of which was formerly Canada's Department of External Affairs) and the State Education Commission (SEDC, formerly China's Ministry of Education) has nevertheless played an important role in the development of Sino-Canadian academic relations. In the early years, the "official" exchanges for which they were responsible provided access and experience for professors and students (primarily in the social sciences and humanities) from both countries. Today these exchanges continue to be to be useful, particularly for Canadian graduate students and young teachers whose interests lie in Chinese studies and vice versa.

Canada/China Scholars Exchange Program (CCSEP) — What is today referred to as the CCSEP is apparently an outgrowth of the bilateral Canada/China Student Exchange Program that operated from 1973 until 1989. During that 17-year period, approximately 168 Canadian graduate students pursued Chinese language and specialized studies and research at some of China's leading universities; a similar number of Chinese students came to Canada, mostly to

pursue non-degree (English) language study.¹⁰ Since the signing of a new memorandum of understanding in the fall of 1989, the Canadian Embassy in Beijing (working with the State Education Commission) has assumed primary responsibility for the selection of Chinese candidates for CCSEP, and the Chinese Embassy in Ottawa for the selection of Canadian candidates, although both sides are advised by juries that include academics and government counterparts.

Between 1990-96, 183 people have benefited from CCSEP, 84 Canadians and 99 Chinese (Appendices 23 and 24). The Canadians (58.3% male) have remained in China for periods ranging from three to 24 months, have specialized primarily in Chinese studies and the social sciences and have been distributed in 34 Chinese institutions in 14 provinces (although the largest number have remained in Beijing). On the Chinese side, the Canadian embassy has redirected the program to research in Canadian studies and restricted the competition to Chinese academics (faculty members and doctoral students) with demonstrated English or French language competence "whose research is likely to have a wide impact throughout China upon their return" (from *Canada-China Scholars Exchange Program*, a 1995 flyer prepared and distributed by the embassy). Participants have remained in Canada for periods ranging from four to 12 months) and have been located in 21 universities in six provinces, with the heaviest concentrations in Ontario and Quebec (see Appendix 24). Acting on behalf of FAIT, AUCC administers CCSEP for Chinese academics in Canada.

Special Awards for Canadian Studies (SACS) — FAIT also provides approximately 20 awards each year for five-week visits to Canada by Chinese academics involved in teaching (Faculty Enrichment Awards) or research (Faculty Research Awards) in the field of Canadian studies. A committee of academics established by the embassy reviews applications and makes recommendations to the International Council for Canadian Studies, which is responsible for administration of the program. In recent years, the participants, who travel to Canada together, have arrived in time to attend the annual meetings of the learned societies. They also participate in week-long "meet and greet" events organized by the Association for Canadian Studies in Canada.

Other programs — Two other official programs are no longer in operation, but deserve mention. The bilateral Canada/China Professorial Exchange Program (CCPEP) operated from 1974 until at least the mid-1980s. By 1983, it had led to visits to China by 28 Canadian academics, mostly language teachers who remained in China for three to five months. The program was suspended in 1982, reemerging in 1983 with an emphasis on bringing Canadian studies specialists to China. Only a small number of Chinese academics participated in this program, mostly specialists in Chinese history and culture who lectured on Canadian university campuses for periods of two to three months, particularly between 1977 and 1981 (for further information, see Singer 1986, p. 58).

The official Visiting Scholars Program operated from 1979 to 1984 and provided opportunities for approximately 500 mid-career Chinese academics, mostly specialists in science and engineering, to engage in up to two years of non-degree advanced study or research at universities across Canada. Although the program was administered in Canada by the CMEC, all direct costs for the visiting scholars were paid by the Chinese government (for further

information, see Singer 1986, pp. 58–59). As mentioned earlier, this program helped establish relationships with Canadian academics ("faculty supervisors"), which facilitated the development of linkages in the early and mid-1980s.

Other Canadian embassy activities — Two other aspects of the work of the Canadian embassy in China are also relevant to Sino-Canadian academic relations. Since the early 1970s, the embassy has always had a sinologist-in-residence on staff (an academic specializing in the study of China who is on loan to FAIT).

The many responsibilities of the counselor for scientific and cultural affairs (formerly first secretary) include monitoring and facilitating the overall development of academic and cultural relations between Canada and China, as well as taking primary responsibility for many of the more specific academic activities of the embassy. This unique position has provided 12 Canadian specialists in the study of China with a "hands-on" learning experience.

The embassy also supports on a unilateral basis the development of Canadian studies in China. It is largely responsible for the development of Canadian studies centres at universities across China, and was particularly so between 1987 and 1991. It maintains a "library support program" for the centres and provides "seed money" for publications and conferences on Canadian themes. It has also supported the Association of Canadian Studies in China.

IDRC and the State Science and Technology Commission

IDRC was established by the Parliament of Canada in 1970 to provide assistance to developing countries by supporting research aimed at improving their social and economic conditions through the application of science and technology. Managed by an international board of governors, the centre has been involved in China since the signing in 1980 of a memorandum of understanding with SSTC.

Since then, in consultation with its Chinese counterpart, IDRC has committed a total of \$35 million to 145 China-based, China-related research projects. These projects have covered a wide range of fields, but the greatest support has gone to projects in agriculture, health, forestry, aquaculture, sciences, social sciences and the environment (Appendix 25). IDRC's China projects have fallen into two distinct categories. Most (110 of the 145) have consisted of grants to Chinese researchers and do not involve direct participation by Canadian academics. However, 35 projects have promoted collaborative research between Chinese and Canadian researchers and, therefore, fall within the purview of this report.

Since 1980, IDRC has invested more than \$9 million in development-focused collaborative research between Canadian and Chinese academics. Professors at 17 universities across Canada have been or are engaged in IDRC-funded joint research with colleagues at 24 Chinese universities and research institutes (Appendix 25). These projects have covered a wide range of topics, from aquatic biodiversity to weather radar. At the moment, seven projects are still regarded as "active."

In dollar terms, the Canadian universities that have benefited most substantially from IDRC collaborative research funding are the University of Toronto, the University of Alberta, Dalhousie University, the University of British Columbia, McGill University and the University of Victoria.

Natural Sciences and Engineering Research Council and the National Natural Sciences Foundation of China

NSERC, Canada's largest research granting agency, supports university research and the training of scientists and engineers through grants and scholarships. During the 1980s and early 1990s it maintained an international program that facilitated Sino-Canadian academic cooperation in those fields.

In 1987, NSERC concluded a memorandum of understanding with NNSFC to promote "scientific cooperation" between the two countries. For the two periods 1988-90 and 1990-93 the dual emphasis of NSERC-NNSFC cooperation was the facilitation of collaborative research and participation in scholarly conferences. Exchanges were restricted to 24 person-months each way for each period and thus the emphasis was on short visits. NSERC's international program was terminated in the fall of 1994 because of budget constraints. In late 1992, a statistical review of the international program (which included the NSERC-NNSFC exchange) revealed that it had brought 55 Chinese researchers from China to Canada between 1980 and 1992; and that 20 Canadian scientists and engineers had visited China during the same period.¹¹ A new NSERC-NNSFC memorandum of understanding, which was signed in September 1995 and takes effect in 1996, provides for the continuation of exchanges on a nonfunded basis.

Social Sciences and Humanities Research Council and the Chinese Academy of Social Sciences

Established in 1978, SSHRC's mandate is to support research and training, primarily through grants and fellowships. In the early 1980s, SSHRC had an active office of international relations, which administered a number of bilateral exchange agreements with counterpart agencies abroad. The council also offered financial assistance to scholars in the form of "grants to lecture abroad," "grants for visiting foreign scholars" and "grants for international collaborative research." It was in this context that SSHRC concluded a memorandum of understanding with CASS in November 1980 to facilitate research, advanced study and visiting lectures for a maximum of 60 person-weeks each way annually (for more detail, see Singer 1986, pp. 62-64). The exchange operated from 1981 until 1988, when it was unilaterally terminated by SSHRC for financial reasons. SSHRC's various international programs were also terminated for financial reasons during the same period (SSHRC 1988, p. 139).

During the eight years that the SSHRC-CASS exchange was operational, 51 Canadian scholars and 67 Chinese scholars participated in the program, which facilitated both access and funding. The Canadian participants included 40 scholars from 17 universities across Canada; the largest number were from universities in Ontario and the predominant fields were history, political

science and literature. Chinese participants were drawn principally from the various CASS institutes. In the final years of the exchange, the Chinese scholars were paid through a grant to the Toronto-York Joint Centre on Modern East Asia (see SSHRC annual reports for 1981/82 through 1988/89). The termination of the exchange and SSHRC's international grants had a demoralizing impact on Canadian Asianists in the late 1980s.

Provincial initiatives

A number of Canadian provinces have also made special arrangements for their academics to visit China. British Columbia has been providing travel funding for its academics since 1980. Originally administered by the Universities Council of British Columbia and now by the universities directly, the British Columbia Scholars in China program has facilitated travel to China for nearly 200 academics in 14 fields.

Quebec's long-term official relationship with China has facilitated the exchange of students for language training and advanced study. It has also provided Chinese academics in Quebec with a number of international student tuition waivers by arrangement with the State Education Commission. Since the Quebec-China exchange agreement was renewed in 1994, Quebec graduate students have been able to compete for four full scholarships and up to 10 tuition scholarships per year.

Provincial twinning arrangements between Ontario and Jiangsu (which facilitated travel to China by 125 Ontario academics between 1986 and 1992), Alberta and Heilongjiang and Saskatchewan and Jilin have lapsed.

Part 3: China Profiles of Canadian Universities

Canadian universities have clearly played a critical role in the remarkable development of academic relations between Canada and China during the past 25 years. This section attempts to gauge the dimensions of Canadian university involvement with China. It contains 30 institutional profiles that review the China-related activities of selected Canadian universities. These profiles confirm that institutional linkages have been the principal vehicle for cooperation between Canadian and Chinese universities and that approximately 250 such linkages have been formalized since the late 1970s. During this period, Canadian universities have welcomed thousands of Chinese academics to their campuses, primarily as graduate students and visiting scholars; and at least 1600 Canadian university professors have visited China for academic purposes.

The profiles also highlight the role that external funding has played in the development of Canada-China university cooperation: more than half of the 250 linkages have (at least until recently) benefited from significant funding from CIDA or IDRC; in addition, CIDA funding has brought more than 2500 Chinese academics to Canadian universities since 1982 (including more than 500 who enrolled in Canadian graduate programs) and subsidized visits to China by at least 800 Canadian professors. Overall, the profiles suggest the parameters of academic cooperation between Canadian and Chinese universities and lay the foundation for the findings and analysis that follow later in the report.

University of Alberta

The University of Alberta has been very active in academic cooperation with China. During the past 15 years it has concluded formal linkages with 13 Chinese institutions and has been a major recipient of external funding, particularly from CIDA, IDRC and the provincial government. It has also hosted a significant number of Chinese academics on campus and a large number of its professors have visited China for academic purposes. Coordination of university-wide international projects and assistance for international activities is carried out by Alberta International (established in 1980 as the International Briefing Centre), which also provides liaison with governmental and nongovernmental organizations.

CIDA projects — The University of Alberta has received CIDA funding for three China projects, all now completed.

- ◆ The faculty of business cooperated with Xian Jiaotong University in a 12-year (1983–95) CCMEP linkage in the field of management education, resulting in the establishment of both an MBA program and a Joint Sino-Canadian PhD Training Centre in Xian.
- ◆ The faculty of extension and the faculty of education (department of educational administration) cooperated with the National Academy of Educational Administration (formerly the Central Institute of Educational Administration) in Beijing in a five-year CCULP linkage (1990–95) to strengthen teaching and research in the field of educational administration.
- ◆ The faculty of agriculture and forestry administered the Black Dragon River Consortium Project (1985–90) to train state farm managers in the Chinese province of Heilongjiang (in conjunction with the University of Guelph and Olds Agricultural College).

In addition, between 1984 and 1992 the University of Alberta (particularly the faculty of agriculture and forestry) accommodated 90 CIDA-funded trainees from a number of other now-concluded CIDA China programs.

IDRC projects — The University of Alberta received funding from IDRC for two collaborative research projects with China, both of which are now concluded. The department of zoology collaborated with the department of biology at Zhongshan University in Guangzhou in a two-phased aquaculture project: Phase I (1983–87) focused on “induced spawning” of several species of freshwater fish in China; Phase II (1988–89) furthered the development of a centre for applied research on “fish hormonal physiology” at Zhongshan University in cooperation with the University of Guelph.

The department of civil engineering collaborated with the Central Research Institute of Building and Construction in Beijing (1988–92) in research on “earthquake dam safety” in China, in cooperation with the University of British Columbia.

Heilongjiang linkages — In the aftermath of the “twinning” of the provinces of Alberta and Heilongjiang in 1981, during the 1980s the University of Alberta concluded formal linkages with six Chinese institutions in Harbin, the capital of Heilongjiang. The faculty of medicine has been linked with Harbin Medical University (jointly with the University of Calgary) since 1985, resulting in a significant exchange of personnel with financial support from the Government of Alberta; exchange activity was suspended in 1993 when funding was cut by the province. Since 1989 the faculty of engineering has been linked with the Harbin Research Institute of Welding in the area of welding engineering; as a result a number of graduate students from Harbin have been enrolled in the faculty. The department of computing science has been cooperating with the Harbin Shipbuilding Engineering Institute since 1987; several faculty members from the latter's department of computing science and information science came to Edmonton as visiting scholars between 1987 and 1989. The department of East Asian languages and literatures cooperated with Heilongjiang University to offer biannual language and culture study tours for Alberta

undergraduate and graduate students from 1984 to 1991; the program was suspended when provincial support was cut in 1993. The faculty of agriculture and forestry has been linked with both the Northeast Agricultural Institute (since 1987) and Northeast Forest University (since 1986) in Harbin, resulting in several faculty visits.

Other formal linkages — The University of Alberta concluded a university-wide agreement with Beijing University of Aeronautics and Astronautics in 1986 which resulted in several faculty exchanges in the field of teaching English, but this agreement has lapsed since 1989. The faculty of pharmacy and pharmaceutical sciences has been cooperating since 1987 with the Institute for the Application of Atomic Energy of the Chinese Academy of Agricultural Sciences in Beijing, resulting in several faculty exchanges for teaching and research. The department of soil science has also been cooperating with the Institute of Soil Science of the Chinese Academy of Sciences in Nanjing since 1990.

Informal linkages — University of Alberta professors have been involved in informal academic cooperation with at least 24 other Chinese institutions. These contacts have been concentrated in academic departments in the faculties of agriculture and forestry, arts, engineering, medicine and science. The Intelligence Engineering Laboratory in the department of chemical engineering and the traditional Chinese medicine program and the department of physiology in the faculty of medicine have been particularly active in exchanges with China.

Chinese academics on campus — There have been a significant number of Chinese academic visitors on the University of Alberta campus. Between 1979 and 1983, the university hosted more than 30 Chinese government-sponsored visiting scholars, predominantly in engineering and the sciences. The number of graduate students from China increased from fewer than 50 in 1983 to nearly 350 in 1989 (peaking at 20% of the international student body on campus) and has since declined to fewer than 150 in 1994 (excluding permanent residents).

The University of Alberta has also benefited substantially from CIDA support for Chinese academics engaged in advanced study and research in Canada, receiving more than 43 000 days (nearly 120 person-years) of CIDA-funded visits to Canada by at least 184 Chinese academics, including 35 who enrolled as graduate students. In addition, many Chinese academics have received financial support from the University of Alberta through research and teaching assistantships and from the research funds of professors.

Canadian academics and China — Alberta International maintains a database that identifies more than 50 professors on campus with "significant Asia experience," with considerable emphasis on contacts with China. As a component of its projects listed above, CIDA has provided funding for at least 53 University of Alberta faculty visits to China (for a total of more than 1700 days in China) through CCULP and CCMEP linkages.

The University of British Columbia

The University of British Columbia (UBC) has been actively involved in academic cooperation with China since the early 1970s. It has concluded formal agreements of cooperation with 26

institutions in China and its professors are informally linked with many others. UBC has been very successful in obtaining external funding for its China activities, particularly from CIDA, IDRC and the provincial government. It has welcomed a large number of graduate students and visiting scholars to its campus and many of its professors have visited China for academic purposes. The mandate of UBC's International Liaison Office, established in 1987, is "to provide central support to the university and its units and departments in fulfilling its international mission" (AUCC 1995, p. 21).

CIDA projects — UBC's links with China have been facilitated by CIDA funding for four major projects, most of which are now concluded.

- ◆ The faculty of commerce and business administration cooperated with Shanghai Jiaotong University in a 12-year CCMEP linkage (1983–95) to strengthen management education in China; it resulted in the introduction of both MBA and executive training programs at Shanghai Jiaotong University.
- ◆ The division of infectious diseases of the department of medicine was linked with You An Hospital (formerly Second Infectious Disease Hospital) in a four-year (1988–92) CCULP project to provide postgraduate medical training in infectious diseases and to initiate research on the prevention and treatment of hepatitis B.
- ◆ The International Centre for Human Settlements (a CIDA-funded centre of excellence, 1991–97) has established the Asian Urban Research Network which links UBC with Tsinghua University (in Beijing), Tongji University (in Shanghai) and Zhongshan University (in Guangzhou) and has facilitated research cooperation and collaboration on new approaches to international community and regional planning. The centre has also provided short-term training for professional planners from China in connection with a CIDA-funded Canada/China Open Cities Project which is administered by the Federation of Canadian Municipalities.
- ◆ UBC also benefited from a CCULP linkage (1989–94) between BC Children's Hospital (the "pediatric training centre" for UBC) and Guangzhou Children's Hospital to upgrade the latter's training and service departments.

In addition to these projects, UBC benefited from CIDA-funded projects relating to the Langxiang Forestry Bureau and Wuhan Adult Education Centre and received 23 CCHDTP trainees (primarily in the fields of health, education, law and human settlements) and six CCLCP trainees between 1983 and 1994.

IDRC projects — UBC received IDRC collaborative research funding for four projects involving three Chinese partners.

- ◆ Working with the Institute of Ocean Sciences (in Sydney, BC), UBC cooperated with the National Bureau of Oceanography in Beijing on a five-year project (1983–88) entitled Marine Ecosystem Enclosed Experiment.

- ◆ The department of civil engineering collaborated with the Central Research Institute of Building and Construction in Beijing (1988–92) in research on “earthquake dam safety” in China, in cooperation with the University of Alberta.
- ◆ UBC's department of economics received IDRC support for two projects with the Jiangsu Provincial Academy of Social Sciences: Rural Non-Agricultural Employment in Jiangsu (1986–89) and Technology Import and Transfer (1991–94).

Other formal linkages — In addition to these funded linkages, UBC has concluded general academic cooperation agreements with a number of Chinese institutions, as well as more focused agreements with others. Its remaining general agreements are with Beijing Information Technology Institute (1987); Beijing Normal University (1987); Beijing University of Aeronautics and Astronautics (1988); Chengdu University of Science and Technology (1983); East China Normal University (1988); the Guangdong Academy of Social Sciences; Nanjing University (1984); and Zhongshan University (1983). Its more department- or faculty-specific agreements include: Anhui Agricultural University (forestry); Beijing Medical University (medicine, 1987); Beijing University (geography, 1980, and law, 1984); Nanjing Botanical Garden (UBC Botanical Garden); Qinghai Educational Bureau (English, 1985); Shanghai First Medical University (pharmaceutical science, 1987); Shanghai Second Medical University (medicine, 1987); West China University of Medical Sciences (medicine, 1987) and Zhejiang Agricultural University (agricultural sciences, 1987).

Most recently, UBC has joined with the University of Toronto and McGill University to link with Beijing University, Nankai University and Tsinghua University in the Canada–China 3 × 3 University Partnership (1994); Université de Montréal was subsequently added to the partnership which focuses on faculty and student exchanges and research collaboration in seven designated areas of scholarly activity.

Informal linkages — Individual UBC academics have established informal links with many other Chinese institutions, particularly through the BC Scholars in China Program (see next page). In addition, professors in the faculty of forestry have worked closely with the Northeast Forestry Institute (in Harbin), Beijing Forestry University and the Institute of Applied Ecology of the Chinese Academy of Sciences. The Chinese Law Program of the Centre for Asian Legal Studies is engaged in collaborative research projects with the law institutes of the CASS and the Shanghai Academy of Social Sciences and links have been established with at least eight other Chinese institutions.

The faculty of commerce and business administration has developed ties with the University of International Business and Economics (Beijing) as a result of a United Nations' project (1988–92) to assist its faculty to prepare courses in specific priority fields.

Chinese academics on campus — Chinese academics started to appear on the UBC campus in large numbers beginning in 1979. At least 70 “official” visiting scholars arrived between 1979 and 1983 for one or two years of non-degree advanced study or research, particularly in the faculties of science and applied science. The number of Chinese graduate students at UBC increased considerably during the 1980s, peaking in 1991/92 at 375; in 1993/94 there were 248

graduate students from China, as well as many non-degree "scholars" from China on campus. CIDA funding for the projects described earlier made a significant impact at UBC, bringing at least 263 Chinese academics to the campus (32 as UBC graduate students) for more than 66 000 CIDA-funded days of advanced study and research since 1983. The impact has undoubtedly been greatest in the faculty of commerce and business administration which has received at least 157 CIDA-funded Chinese academics (including 21 graduate students) with more than 37 000 days of in-Canada support.

Canadian academics and China — The International Liaison Office maintains a database of many UBC professors with China interest and experience. Cross-referenced with other sources, it appears that at least 200 UBC academics have visited China for academic purposes. This undoubtedly reflects the university's longstanding interest in Asia, as well as its geographic location on the Pacific Rim. UBC is home to one of the largest Chinese studies programs in North America and, thus, brings together scholars who frequently travel to Asia for teaching and research. In addition, the many CIDA, IDRC and other externally funded linkages described earlier have provided significant opportunities for academic travel to China. Since 1983, UBC professors have made at least 128 CIDA-funded visits to China for a total of more than 3000 days. UBC professors have also benefited from the British Columbia Scholars in China program since 1980; a total of at least 109 have made 116 visits to China with funding from this source.

The University of Calgary

The University of Calgary has been involved in academic cooperation with China since the mid-1980s. It has concluded formal linkages with seven Chinese institutions and a number of its professors have visited China for academic purposes. Its China activities have attracted external funding, particularly from IDRC and the Government of Alberta. The mandate of the university's International Centre, established in 1986, is to "promote, expand and coordinate the university's involvement in the international arena" (AUCC 1995, p. 35).

CIDA projects — The University of Calgary was an "associate" in Phase II (1987-95) of the CCMEP linkage between the University of Alberta and Xian Jiaotong University in the field of management education. It also accommodated a small number of CCHDTP trainees between 1985 and 1993.

IDRC projects — Between 1988 and 1991, the University of Calgary's faculty of environmental design and the Institute of Urban Planning and Design of Tongji University received IDRC funding for collaborative research on "low-cost travel modes in Ningbo." In addition, between 1983 and 1986 the faculty of medicine participated in IDRC's epidemiology program for Chinese physicians.

Heilongjiang linkages — In the aftermath of the twinning of the provinces of Alberta and Heilongjiang in 1981, the University of Calgary concluded formal linkages with three institutions in Harbin. The faculty of medicine has been linked with Harbin Medical University since 1985; this was a very active exchange before 1993 when provincial funding was cut, but it appears that the exchange is still viable. A university-wide linkage with Harbin Normal University, which

was signed in 1986, is currently inactive. A university-wide linkage with Heilongjiang University operated during the 1980s and early 1990s (with support from the Alberta Advanced Education) and provided opportunities for faculty and student summer exchanges.

Other formal linkages — The faculty of education of the University of Calgary has been cooperating with Beijing Normal University (formerly Beijing Teachers' College) since 1986; in 1994 cooperation was expanded in a university-wide agreement between the two institutions. The faculty of medicine has been linked with the Capital Institute of Medicine in Beijing since 1987.

Informal linkages — Professors in the faculties of engineering, medicine, law and social sciences of the University of Calgary have developed informal links with at least 10 Chinese institutions.

Chinese academics on campus — The University of Calgary welcomes a significant number of international students to its campus. It has hosted at least 15 CIDA-funded Chinese academics (including seven through CCMEP and five through CCHDTP) for a total of 5000 days. The department of community health sciences of the faculty of medicine has been particularly active in receiving Chinese academics. Since 1983, it has accommodated 11 graduate students and 35 visiting scholars from China (including nine supported by IDRC and 10 supported through the provincially funded exchange with Harbin Medical University).

Canadian academics and China — The International Centre maintains a database that identifies more than 30 University of Calgary professors who are actively involved in academic cooperation with China. In addition, the president of the university and several academics who are involved in cooperation with China are playing an important role in a newly created Canadian and Chinese Economic and Cultural Foundation, which focuses on promoting economic and cultural relations between Calgary and the Pearl River Delta region of China.

Carleton University

Carleton University has been involved in academic cooperation with China since 1973. During the past 15 years, it has concluded formal academic linkages with three Chinese institutions and its China activities have received external funding, particularly from CIDA. Carleton University has welcomed many Chinese academics to the campus and a number of its professors have visited China for academic purposes. Carleton International, established in 1976 (and known until 1988 as the Paterson Centre), serves as the "foreign office" of the university, with a five-part mandate that includes responsibility "to negotiate, manage and administer" Carleton's academic linkages (AUCC 1995, p. 42).

CIDA projects — Carleton University has benefited from CIDA funding for several China projects, all of which are completed. Its cooperation with the University of International Business and Economics (formerly the Beijing Institute of Foreign Trade) received CIDA funding for 10 years (1985–95), first as an ICDS/bilateral project and then as a CCULP linkage. In addition, Carleton University was an "associate" in Phase II (1987–95) of the CCMEP linkage between

McGill University and People's University of China in the field of management education. Carleton has also received a significant number of individual CCLCP and CCHDTP trainees.

Other formal linkages — Since 1988, Carleton University has also been linked with Jilin Agricultural University in the fields of chemistry and engineering.

Informal linkages — Carleton professors have developed informal academic ties with at least eight institutions in China.

Chinese academics on campus — In the 1970s, Carleton University accommodated the largest concentration of "official" Chinese exchange students at any Canadian university. Since the mid-1980s Carleton has welcomed at least 78 CIDA-funded Chinese academics (with more than 33 000 days of support) to its campus, with the largest numbers concentrated in the fields of economics, international trade, management and language instruction. Of these CIDA-funded trainees, 27 were enrolled in graduate programs.

Canadian academics and China — Carleton International was able to identify nearly 20 of the university's professors who have been actively involved in academic cooperation with China. This includes at least 12 who made a total of 14 CIDA-funded visits to China through CCULP or CCMEP.

Concordia University

Concordia University has been involved in academic cooperation with China since the early 1980s. Since 1983, it has concluded formal linkages with nine Chinese institutions and received significant external funding from CIDA in support of its activities with China. Concordia has welcomed a significant number of Chinese academics to its two campuses and many of its professors have visited China for academic purposes. The Centre for International Academic Cooperation (formerly the Council for International Cooperation, established in 1987) has a mandate "to monitor, facilitate and coordinate" the university's international academic activities (AUCC 1995, p. 46).

CIDA projects — Concordia University has received CIDA funding for two of its China linkages, both of which have now been concluded. The faculty of commerce and administration participated in CCMEP from 1983 until 1995. In Phase I (1983-91) it was part of a consortium of four Montreal universities that were linked with People's University of China in Beijing and Tianjin University in the field of management education; in Phase II (1987-95) Concordia and École des Hautes Études Commerciales were linked with Tianjin University. In addition, the faculty of engineering and computer science benefited from a CCULP linkage (1989-95) with Southeast University in Nanjing, which provided "joint doctoral training" in the fields of electrical engineering and computer science.

Other formal linkages — In the mid-1980s, Concordia also concluded formal linkages with six other Chinese institutions. The faculty of engineering and computer science entered into formal cooperation with the Chinese Academy of Building Research in Beijing in the field of building

studies (1986) and with Shanghai Jiaotong University in the field of mechanical engineering (1987). The faculty of arts and science concluded four agreements in 1987: with the Microbiology Institute of the Chinese Academy of Sciences; with Nanjing University in the field of inorganic materials; with People's University of China in economics; and with Shanghai International Studies University in educational technology. All of these linkages resulted in exchanges of personnel between 1987 and 1989, but it appears that they are all currently inactive. In addition, in 1993 the faculty of arts and science concluded an agreement with the Beijing Broadcasting Institute which has thus far resulted in several faculty exchanges in the fields of communications and journalism.

Chinese academics on campus — Chinese academics have been engaged in advanced study and research at Concordia University since 1979, with the largest numbers concentrated in the faculty of engineering and computer science and the faculty of commerce and administration. At least 88 Chinese academics at Concordia (including 21 who enrolled in graduate programs) have received CIDA support (for a total of more than 28 000 days), primarily through the CCMEP and CCULP linkages described above. In addition, Concordia has provided significant support for Chinese academics through research assistantships and through the research funds of individual professors.

Canadian academics and China — The Centre for International Academic Cooperation was able to identify more than 50 Concordia professors who have visited China for academic purposes since the early 1980s. In particular, the CCMEP and CCULP linkages described above have funded at least 34 visits to China (totaling more than 750 days) by Concordia professors, primarily for teaching and research at partner institutions. In addition, in the late 1980s several Concordia science professors traveled to China through the NSERC–NNSFC exchange program. The university itself also financed a number of professorial visits to China.

Dalhousie University

Since the early 1980s, Dalhousie University has entered into formal relationships with four Chinese institutions and received significant external funding for its activities, particularly from CIDA and IDRC. It has welcomed a large number of Chinese academics to its campus and a number of its professors have visited China for academic purposes. The mandate of Lester Pearson International (created in 1985 as Lester B. Pearson Institute for International Development and renamed in 1995) is to provide "leadership in the internationalization of the university" and among its many responsibilities it is expected "to provide support, advice and expert assistance" for international projects on campus (AUCC 1995, pp. 49–50).

CIDA projects — Dalhousie University has benefited from CIDA funding for two of its China projects, both of which have now concluded. From 1983 until 1995, its school of business administration cooperated with Xiamen University in Fujian in a CCMEP linkage to strengthen management education in China. In addition, from 1990 through 1993 its school for resource and environmental studies was involved in a four-way CCULP linkage with the Technical University of Nova Scotia, Beijing University and Tsinghua University on "environmental effects of water resource development." Dalhousie University also received a small number of CCHDTP trainees

in the fields of management, health and transportation.

IDRC projects — Dalhousie University has received two substantial IDRC grants in support of collaborative research projects that include China. From 1986 through 1989, a collaborative project entitled Fish Genetics Network included cooperation with Shanghai Fisheries Institute and several partner institutions in Southeast Asia. A second project on "aquatic biodiversity" began in 1992 in cooperation with Saint Mary's University and several unspecified partner institutions in China, Indonesia and Thailand.

Chinese academics on campus — Chinese academics have been engaged in advanced study and research at Dalhousie University since 1979. They have included a number of official visiting scholars and graduate students in the sciences (particularly earth sciences) and law. Nevertheless, the presence of more than 100 CIDA-funded Chinese academics on campus (as a result of the projects described above), which provided more than 30 000 days of funded study in Canada, undoubtedly had the greatest impact on the university. In particular, the CCMEP linkage with Xiamen University brought at least 85 Chinese academics to the school of business administration (including 27 who enrolled as graduate students) over a 12-year period; a much smaller number of CIDA-funded Chinese academics arrived on campus under the auspices of CCULP (and were hosted by the school for resource and environmental studies) and under the auspices of CCHDTP.

Canadian academics and China — Notwithstanding the China activities of professors in the departments of earth sciences and economics, the Dalhousie professors who participated in the CCMEP and CCULP linkages described above constitute the majority of those on campus with significant academic experience in China. Between 1983 and 1995, at least 18 Dalhousie academics made at least 31 CIDA-funded trips to China for a total of more than 1600 days.

University of Guelph

The first visiting scholars from China arrived at the University of Guelph in the late 1970s. Its academic cooperation activities, which were focused principally on a formal linkage with Beijing Agricultural University, have received external funding from both CIDA and IDRC. The University of Guelph has welcomed a significant number of Chinese academics to its campus and a number of its professors have visited China for academic purposes. The Centre for International Programs, established in 1967, "promotes, coordinates, supports and monitors" international activities at the University of Guelph (AUCC 1995, p. 56).

CIDA projects — The University of Guelph was formally linked with Beijing Agricultural University in 1981, and this linkage, which was aimed at upgrading Chinese agriculture professors in the priority areas of animal science, land resource science, veterinary medicine and library science, received CIDA financial support from 1983 through 1991. In addition, from 1985 through 1990 the University of Guelph participated in the CIDA-funded Black Dragon River Consortium Project to train state farm managers in the Chinese province of Heilongjiang (in conjunction with the University of Alberta and Olds Agricultural College). The university also hosted nine CCHDTP trainees, the majority of whom were in agriculture or engineering.

IDRC projects — The University of Guelph received IDRC funding for two collaborative research projects with China. The department of environmental biology collaborated with the Chinese Academy of Agricultural Sciences in Beijing on a four-year project (1986–90) entitled Biological Pest Control. In addition, the zoology department joined with the biology department at the University of British Columbia and Zhongshan University in Guangzhou for Phase II (1988–89) of an aquaculture project on “induced spawning” of several species of freshwater fish in China.

Other formal linkages — The University of Guelph’s formal linkage with Beijing Agricultural University, which had lapsed after 1991, was renewed in principle during the 1994 visit to China of a presidential delegation from Guelph.

Chinese academics on campus — There have been Chinese academics on the University of Guelph campus since 1979 when the first visiting scholars arrived and 1980 when the first graduate students from China enrolled. The number peaked at 125 in 1992 and has since fallen considerably. Most of the 66 or more CIDA-funded Chinese academics at the University of Guelph arrived before 1990 and were engaged in advanced study or research in agriculture with more than 37 000 days of in-Canada support from CIDA.

Canadian academics and China — The Centre for International Programs was able to identify more than 30 University of Guelph professors with China experience. CIDA funding facilitated travel to China (for a total of 254 days) by at least six professors in connection with the Beijing Agricultural University linkage and by a number of faculty who participated in the Black Dragon River Consortium Project in Heilongjiang. In addition, three professors from Ontario Agricultural College (two of whom are retired) have been serving with distinction as agricultural consultants for the province of Heilongjiang since 1990.

Laurentian University of Sudbury

Laurentian University had only limited academic contact with China before the mid-1980s. It has concluded a formal linkage with only one Chinese institution. Nevertheless, it has been very successful in securing external funding of linkage activities from CIDA and has also administered another CIDA-funded China program. As a result, in the past five years it has welcomed a number of Chinese academics to its campus and many of its professors have visited China for academic purposes. Laurentian International, established in 1993, has a mandate to “encourage international initiatives in those academic areas where Laurentian’s particular strengths may be exploited” and to “focus... on geographic areas where the need is greatest and the impact will be most felt” (AUCC 1995, p. 72).

CIDA projects — Laurentian University’s formal linkage with the Sichuan Institute of Building Materials (subsequently renamed the Southwest Institute of Technology) in 1986 provided the basis for a five-year CCULP project (1990–95) to strengthen the teaching, research and outreach capacities of the Chinese partner in the mineral sciences. In 1995, the two institutions also received a major University Partnerships in Cooperation and Development Tier One grant to promote distance education in China. In addition, from 1988 through 1994 Laurentian’s school

of nursing administered (on behalf of the Canadian Nurses' Association) a CIDA-funded China project to improve nursing education in China.

Chinese academics in Canada — The earliest Chinese academic visitors to Laurentian were visiting scholars and graduate students in the field of geology. Beginning in 1991, the CCULP linkage brought at least 23 Chinese academics to the campus for stays ranging from three weeks to 10 months (and totaling approximately 3500 days). In addition, the nursing project brought nine Chinese nursing administrators to campus in the fall of 1993 for periods ranging from two to six weeks.

Canadian academics and China — The CCULP linkage facilitated at least 19 visits to China by Laurentian academics, with particular emphasis on specialists in distance education, geology, chemistry and mining, chemical and metallurgical engineering. In addition, three faculty visits to China were funded through CCMEP. In total, CIDA funding provided nearly 500 days of in-China support for Laurentian professors.

Université Laval

Université Laval has been actively involved in academic cooperation with China since the 1970s. It has completed as many as 17 formal linkages with Chinese institutions and has attracted considerable external funding for its China activities, principally from CIDA, IDRC and the Government of Quebec. It has welcomed a significant number of Chinese academics to its campus and many of its professors have visited China for academic purposes. Its Bureau de la coopération internationale, established in 1989, provides overall direction for the university's international activities.

CIDA projects — Université Laval has benefited from CIDA funding for five linkages with Chinese institutions. Cooperation with Shanghai International Studies University (formerly Shanghai Foreign Languages Institute) has focused on strengthening the capacity of the Chinese partner to train French-speaking social scientists. This linkage received CIDA funding for 10 years (1984-94) through an ICDS/bilateral grant. A CCULP linkage with the Institute of Diplomacy in Beijing (1989-95) facilitated the introduction of a multidisciplinary approach to international relations at the institute. A CCULP linkage with Norman Bethune University of Medical Sciences (1990-95) led to the successful establishment of the Bethune-Laval Oncology Unit in Changchun. In addition, Université Laval was an "associate" in the York University-Nankai University CCMEP linkage and cooperated with Wuhan University to provide French language management education from 1993 to 1995. Université Laval also accommodated 10 CCHDTP trainees (predominantly in management and engineering) and two CCLCP trainees (in French language studies).

IDRC project — Université Laval received IDRC funding for a collaborative research project between the International Centre for Research on Language Planning and the Institute of Nationality Studies of the CASS. This two-phase project (1988-90, 1991-93) focused on the written languages of China to facilitate the formulation and implementation of language planning policy for China's minorities.

Other formal linkages — Laval's Bureau de la coopération internationale reports that in addition to the above projects, the university has entered into 12 other formal academic cooperation agreements, although several have subsequently been terminated. The largest number of agreements appear to be the responsibility of the faculté des sciences et de génie: with Tianjin University (1984), Wuhan Institute of Technology (subsequently terminated), Nankai University, Wuhan Materials Protection Research Institute (1988, terminated in 1992), Shanghai Textile University (1989), Chengdu University of Science and Technology and Shanghai Jiaotong University (1995).

The faculté des lettres is responsible for agreements with Sichuan Foreign Languages Institute (1988, terminated in 1994), Nanjing University (1993) and Radio China International (1993). Faculté de médecine is responsible for an agreement with Tongji Medical University (1991); and the faculté des sciences de l'agriculture et de l'alimentation for an agreement with the Northwest Agronomy Institute of Wugong (1985, terminated 1992).

Chinese academics on campus — There have been Chinese academics on the campus of Université Laval since the mid-1970s when a large number of "official" Canada-China exchange students were present on campus for non-degree French language study. In the early 1980s, most visiting scholars at Laval were in engineering and the sciences. Beginning in 1984, CIDA funding for the five projects described above brought at least 84 Chinese academics to Université Laval (including 15 who were enrolled in graduate programs) in the fields of management, medicine and social sciences, for a total of more than 28 000 days of advanced study and research at the university.

Canadian academics and China — It has been possible to identify more than 50 Université Laval academics who have visited China for academic purposes. This includes 42 professors who made a total of at least 54 CIDA-funded academic visits to China (totaling more than 2000 days) in connection with the projects described above.

The University of Manitoba

The University of Manitoba has been actively involved in academic cooperation with China since the early 1980s. During the past 12 years it has concluded formal academic exchange agreements with nine Chinese institutions of higher education. It has been very successful in its efforts to gain external funding for its China projects, particularly from CIDA and IDRC. University of Manitoba International, established in 1989 (and known formerly as the International Development Office) "facilitates, administers and monitors the university's international activities" (AUCC 1995, p. 85).

CIDA projects — The University of Manitoba has received CCULP funding for six of its China linkages, all of which have now been concluded. Its faculty of agricultural and food sciences cooperated with Huazhong Agricultural University in Wuhan in a six-year project (1988-94) to upgrade teaching and research, particularly in the breeding and production of rapeseed. Its faculty of engineering cooperated with the Beijing University of Aeronautics and Astronautics (formerly the Beijing Institute of Aeronautics and Astronautics) in a five-year project (1990-95)

to establish a Centre on Failure Analysis and Prevention in Beijing. During the same period, its faculty of nursing worked with the school of nursing of the West China University of Medical Sciences to strengthen the Chinese nursing faculty and introduce a baccalaureate program. From 1990 through 1994, the University of Manitoba's department of agricultural economics and farm management and its Transport Institute cooperated with three Chinese institutions — Northwest Agricultural University, Sichuan University and the Shanghai Academy of Agricultural Sciences — to strengthen teaching and research, particularly in "the areas of rural development, marketing and transportation economics and international trade." In addition, the University of Manitoba served as an "associate university" in both the University of Alberta-Xian Jiaotong University and the University of Toronto-Huazhong University of Science and Technology CCMEP linkages. Between 1985 and 1991, it also received eight CCHDTP trainees, predominantly in engineering.

IDRC projects: The University of Manitoba secured IDRC funding for two collaborative research projects. Its faculty of engineering cooperated with Xian Jiaotong University in a four-year (1984-88) project on "gas insulation systems" in China. Since 1992, its department of animal science has been cooperating with the department of veterinary science of Nanjing Agricultural University in a project on "enzyme enhanced poultry feeds."

Other formal linkages — Since 1970, the faculty of medicine has been actively cooperating with the Norman Bethune University of Medical Sciences. Under the terms of the agreement, the University of Manitoba has been sponsoring both short-term (two-week) visits by Chinese professors and longer (12-month) visits of Chinese researchers; Norman Bethune University has also been sponsoring short-term (two-week) visits by Canadian professors and seven-week visits by Canadian medical students. It appears that the exchange has been financed by the two institutions.

Chinese Academics on Campus: The first Chinese academics arrived at the University of Manitoba in the late 1970s, and both visiting scholars and graduate students were predominantly located in the faculty of engineering (which estimates that it had received as many as 50 Chinese scholars for periods of one to four years each between 1979 and 1989) and the faculty of science. The CIDA projects described above brought a total of at least 80 fully funded Chinese academics to the university between 1985 and 1995, including seven who enrolled in graduate programs, for a total of more than 24 000 days of in-Canada funding. In addition, since 1990, eight Chinese academics have visited the University of Manitoba under the terms of its exchange agreement with the Norman Bethune University of Medical Sciences.

Canadian Academics and China: University of Manitoba International has helped to identify more than 40 professors who have visited China for academic purposes, including at least 32 Canadian academics who made a total of 56 CIDA-sponsored trips (totaling more than 1500 days) to China.

McGill University

McGill University has been very involved in academic cooperation with China during the past 25

years. It has entered into formal agreements for cooperation with at least 14 Chinese institutions and has received significant external funding for these activities, particularly from CIDA and IDRC. A very large number of Chinese academics have visited McGill for advanced study and research and a significant number of McGill professors have visited China for academic purposes. Until recently McGill International was responsible for the university's international development activities. As of January 1996, a new Office of International Research has been established with a revised mandate.

CIDA projects — McGill University has received CIDA funding for three major China projects, all now concluded. As part of a consortium of four Montreal universities, McGill participated in a CCMEP Phase I (1983–89) management education linkage with People's University of China and Tianjin University. During CCMEP Phase II (1987–95) the Montreal consortium was dissolved and McGill and People's University cooperated directly; McGill also housed the National Coordinating Office for CCMEP during Phase II. McGill University also received CIDA support for 10 years (1984–94), first through ICDS/bilateral and then through CCULP, for cooperation with Nankai University in the area of biotechnology. As well, the Minimum Cost Hosing Group of the school of architecture linked with the Chongqing Institute of Civil Engineering and Architecture in a five-year CCULP project (1988–93) on "village planning and sanitation." In addition, from 1983 to 1985, McGill received small ICDS grants for cooperation with Beijing University of Iron and Steel Technology on "metallurgical industries"; with Beijing University on "fluid training"; with the Provincial Institute of Animal Husbandry on "dairy farming"; and with the Chinese Academy of Sciences on "atmospheric physics." McGill also received 12 CCHDTP trainees between 1984 and 1992, with the largest number specializing in health or engineering.

IDRC projects — McGill University received collaborative research funding from IDRC for two China projects. It cooperated with the Lanzhou Plateau Atmospheric Physics Institute on a three-year project (1985–88) on weather radar. Since 1992, the department of atmospheric physics has been cooperating with the Institute of Molecular Biology of Nankai University and the department of chemical engineering of Chengdu University of Science and Technology on a project entitled Biosorbents: Use of One Waste Product to Clean Up Another.

Other formal linkages — McGill University's Norman Bethune Exchange Program with Beijing Medical College, which dates back to 1961 and was formalized in the early 1970s, is undoubtedly the earliest Canada–China university linkage in the period since 1970. McGill also entered into early formal agreements with Beijing University (1979) and the Chinese Academy of Sciences (1981). More recently, McGill has joined with the University of Toronto and the University of British Columbia to link with Beijing University, Nankai University and Tsinghua University in the Canada–China 3 × 3 University Partnership (1994); Université de Montréal was subsequently added to the partnership, which focuses on faculty and student exchanges and research collaboration in seven designated areas of scholarly activity. In 1995, McGill signed agreements for collaboration with both China Medical University in Shenyang and Liaoning College of Education.

Chinese academics on campus — McGill University has been receiving Chinese academic visitors since the early 1970s. Before 1979, it was the destination of a significant number of

"official" Chinese exchange students (and other "special students" from China). It also received a significant number of "official" visiting scholars from 1979 through 1983, with the heaviest concentrations in the fields of engineering, science and medicine. Since the early 1980s, although continuing to have non-degree "visiting scholars" on campus, McGill has enrolled significant numbers of students from China in its graduate programs; this number peaked at 290 in 1989/90, but has since declined substantially to 133 in 1994/95. CIDA funding for the programs described above has also facilitated the advanced study and research of a large number of Chinese academics at McGill; between 1983 and 1995, CIDA funded at least 150 Chinese academic visits to McGill (including 34 individuals who enrolled in graduate programs) for a total of more than 45 000 in-Canada days. The largest concentrations of these CIDA-funded Chinese academics have been in biotechnology and management.

Canadian academics and China — It has been possible to identify approximately 100 McGill professors who have visited China for academic purposes since 1970, but the number may well be higher. Since 1983, CIDA funding has facilitated travel to China by at least 61 McGill academics who made at least 92 visits for a total of more than 2500 days in China.

McMaster University

McMaster University has been actively involved in academic cooperation with China since 1979. It has focused its formal academic relations on five Chinese universities and succeeded in gaining significant external funding, particularly from CIDA and IDRC, for these activities. As a result, a large number of Chinese academics have studied and done research at McMaster and many McMaster professors have had the opportunity to visit China for academic purposes. McMaster International, established in 1988, is responsible for "promoting and coordinating institutional international activities" and for facilitating "the establishment of linkages of individuals and institutions... into productive, collaborative and reciprocal partnerships" (AUCC 1995, p. 96).

CIDA projects — McMaster University has benefited from CIDA funding for three large China projects, all of which have now been concluded. Two of these projects focused on its 1981 linkage with the Beijing University of Science and Technology (BUST, then called the Beijing University of Iron and Steel Technology). Building on several years of active pre-CIDA academic exchange experience with BUST (1982-84) in the field of materials science and engineering, McMaster designed an exchange program in "iron and steel technology" to improve the efficiency of the Chinese iron and steel industry by upgrading the professional training of BUST professors. McMaster received 12 years of CIDA funding for this project through ICDS/bilateral (1984-87) and through CCULP (1988-95).

A second CIDA-funded McMaster project with BUST (1986-93) originated in the school of business and focused on "training managers of steel industry" through a program of management education. From 1989 through 1994, the school of business also served as the Canadian coordinator of the CCMEP-sponsored Chinese National Executive Development Program, in cooperation with Fudan University in Shanghai (with which informal contact dated back to 1979) and Tsinghua University in Beijing. Over six years, this program involved 500 senior executives

from across China. In addition to these projects, McMaster University was an "associate" of the York University-Nankai University CCMEP linkage (from 1983-95) and participated in the training of Chinese management faculty. It also accommodated 11 CCHDTP trainees between 1985 and 1994, mostly in the fields of engineering and health.

IDRC projects — McMaster University received collaborative research funding from IDRC for two research projects jointly undertaken with Sichuan Medical College. The department of epidemiology and biostatistics of the McMaster University Medical Centre collaborated in research on "cytomegalovirus infection" (1983-87). The faculty of medicine also collaborated with Sichuan Medical College in a three-year research project (1985-88) on "Leukopenia."

Chinese academics on campus — In the early 1980s, most Chinese academics on campus were visiting scholars or graduate students in the fields of engineering, science or health. The CIDA projects described above have had a significant impact on McMaster University, particularly in the fields of materials science and engineering and management. Between 1983 and 1995, at least 186 Chinese academics, predominantly specialists in those fields, came to McMaster for a total of more than 52 000 days. This included 50 Chinese academics who enrolled in graduate programs, the vast majority of whom were in materials science and engineering. The number of graduate students from China on the McMaster campus had declined to 59 by 1993/94.

Canadian academics and China — A number of McMaster University professors visited China for academic purposes before 1983, mainly in connection with pre-CIDA exchanges with BUST in the field of metallurgy. CIDA funding provided many more opportunities for McMaster academics to visit China for academic purposes. Between 1983 and 1995, at least 68 of them made at least 111 CIDA-funded visits to China totaling nearly 8000 days.

Université de Montréal

Université de Montréal and its affiliated institutions — École des Hautes Études Commerciales (HEC), École Polytechnique de Montréal (EPM) and Institut de Recherches Cliniques de Montréal (IRCM) — have been actively involved in academic cooperation with China since 1979. Together, they have entered into formal cooperation with at least 22 Chinese institutions; gained external funding, particularly from CIDA and IDRC, for several China linkages; and benefited from the exchange of significant numbers of Chinese and Canadian academics. Université de Montréal established its Bureau de la coopération internationale in 1984 with a mandate to facilitate and coordinate international activities at the university. At HEC, the Centre d'études en administration internationale (established in 1975), is responsible for the development and realization of projects of international collaboration. At EPM, the Service de la coopération internationale (established in 1981) plans, organizes and coordinates all international cooperative activities.

CIDA projects — Université de Montréal and its associated institutions received CIDA funding for four projects, all of which have now been concluded. The university's faculty of medicine benefited from a five-year (1989-94) CCULP linkage with Norman Bethune International Peace Hospital (in Shijiazhuang, Hebei) to provide postgraduate medical training to improve the quality

of health care available in China. Its Centre for Research on Transportation cooperated with East China University of Technology (formerly the Shanghai Institute of Mechanical Engineering) in a six-year (1989-95) CCULP project on "land use and transportation optimization." HEC participated in CCMEP from 1983 until 1995: in Phase I (1983-91), it was part of a consortium of four Montreal universities linked with People's University of China in Beijing and Tianjin University in the field of management education; in Phase II (1987-95), HEC and Concordia were linked with Tianjin University — with Tongji University and Jilin University of Technology added as "associate" institutions. IRCM and Shanghai Second Medical University cooperated in a five-year CCULP linkage (1989-94) to train biomedical and clinical researchers for China. In addition, a total of 22 CCHDTP trainees were accommodated, 13 at Université de Montréal itself, six at HEC and three at EPM.

IDRC projects — Université de Montréal has received IDRC funding for two collaborative research projects with Beijing University. In 1992, in cooperation with Beijing University's geography department, research began on a two-year project entitled Growth and Change in Medium-Sized Cities in China. In 1993 funding was received for a second project, Regional Development of Education. Both are still described as "active."

Other formal linkages — In addition to these externally funded linkages, Université de Montréal has concluded formal exchange agreements with the following Chinese institutions during the past 15 years: Beijing University (social sciences, humanities, natural and physical sciences, 1981); National Minority Studies Institute of the CASS (1983); Fudan University (1985); Zhejiang University (1985); the National Research Centre for Science and Technology for Development of China (Centre for Research on Transportation, 1986); Nankai University (Canadian studies, Quebec studies (1988-90); Beijing Normal University (linguistics, French language, Quebec culture, 1988); and Jilin University of Technology (Centre for Research on Transportation, with HEC and EPM, 1990).

More recently, Université de Montréal has joined with the University of British Columbia, the University of Toronto and McGill University to link with Beijing University, Nankai University and Tsinghua University in the Canada-China 3 x 3 University Partnership (1994), which focuses on faculty and student exchanges and research collaboration in seven designated areas of scholarly activity. EPM reports formal agreements with Beijing University of Science and Technology, Wuhan University of Hydraulic and Electrical Engineering, Lanzhou University, Harbin Institute of Technology, The Fourth Research Institute (communications, microwaves, computer science, microelectronics, 1983), Beijing Power Engineering and Economic Institute and Shanghai University of Technology.

Chinese academics on campus — There have been Chinese academics at Université de Montréal and its affiliated schools and institutes since 1979. Before 1983, the largest number were visiting scholars at EPM, particularly in electrical and civil engineering; and "special students" studying French language and literature under the auspices of the Quebec-China Exchange Program. Between 1983 and 1995, the CIDA projects described above brought at least 70 Chinese academics to the campus (including nine who enrolled in graduate programs) in 78 visits for advanced study and research for a total of more than 16 000 days of in-Canada financial support. During that period, HEC received at least 42 CIDA-supported trainees (including nine

who enrolled in graduate programs) through CCMEP and CCHDTP with more than 12 000 days of in-Canada support. EPM received three CCHDTP trainees with a total of more than 1100 days of in-Canada support. IRCM received as many as 24 CIDA-supported Chinese academics (including 14 through its CCULP linkage and three who enrolled in graduate programs) for a total of more than 12 000 days in Canada.

Canadian academics and China — Professors from Université de Montréal and its associated institutions have been visiting China since the early 1970s. With the assistance of the international offices, it was possible to identify 86 professors who have traveled to China for academic purposes. The development of Centre d'études de l'Asie de l'Est has certainly provided a core group of scholars who have been traveling to China for research purposes on a regular basis for many years. Other early contacts were principally professors from EPM and the faculty of medicine.

CIDA projects provided many new opportunities for academic visits to China. At Université de Montréal, CIDA funding supported at least 32 professors for 52 academic visits to China totaling more than 1000 days. At HEC, at least 15 academics were supported (totaling more than 400 days in China) during CCMEP cycle two; between five and nine additional visits were made during cycle one. AT IRCM, eight academics made a total of 11 CIDA-funded visits to China for a total of more than 100 days.

University of New Brunswick

The University of New Brunswick (UNB) has been involved in academic cooperation with China since 1979. It has concluded formal academic cooperation agreements with six Chinese institutions and received some external funding, particularly from CIDA, for its China activities. UNB has welcomed a number of Chinese academics to its campuses and many of its professors have visited China for academic purposes. Since 1992 international activities have been directed through the office of the vice-president (research and international cooperation), with the assistance of an ILO on each campus; the office's mandate is "to encourage the development of a network of international cooperation in teaching, research and community development" (AUCC 1995, p. 124).

CIDA projects — UNB has received modest CIDA funding in support of two of its China linkages, both of which are now concluded. It was formally linked with the Wuhan Technical University of Surveying and Cartography from 1981 until 1993 and received small annual ICDS grants from 1983 until 1988 to facilitate academic cooperation. Its faculty of forestry has been linked with the Northeast Forestry University since 1985 and received ICDS funding in 1986 for a project entitled Forest Operations Analysis System. In addition, UNB has received 11 CIDA-funded trainees since 1983 (including seven from CCHDTP) who have been concentrated in engineering and forestry.

Other formal linkages — The faculty of forestry and environmental management has developed formal cooperation with Tsinghua University (department of engineering mechanics, 1991) and with Southwest Forestry College (1993). The faculty of arts is linked with both Hangzhou

University (1993) and the Shanghai Academy of Social Sciences (sociology, 1992).

Chinese academics on campus — There have been Chinese academics at the University of New Brunswick since 1979. Early visiting scholars and graduate students were predominantly in engineering (particularly electrical engineering and surveying engineering). The number of graduate students from China has been declining and stood at 23 in 1994. It appears that the only CIDA-funded Chinese academics on campus were the 11 trainees mentioned above who received in-Canada funding for more than 5000 days; three of these people were enrolled in graduate programs at UNB.

Canadian academics and China — With the assistance of the Office of Research and International Cooperation it was possible to identify approximately 20 UNB professors, who have visited China for academic purposes since 1980. Most were in the faculty of forestry and environmental management or the faculty of engineering; a smaller number were in the faculties of arts or administration. Two professors from the faculty of administration visited China for a total of more than 60 days in connection with CCMEP activities.

University of Ottawa

The University of Ottawa has been actively involved in academic cooperation with China since 1975. It has developed formal academic cooperation with at least four Chinese institutions and has received external funding, particularly from CIDA, for its China activities. A number of Chinese academics have pursued advanced study and research at the University of Ottawa and its professors have visited China for academic purposes. Its Bureau for International Cooperation "supports faculty efforts to implement development projects... and coordinates inter-university academic exchange agreements" (U of O 1995, p. 2).

CIDA projects — The University of Ottawa has received CIDA funding for three of its own China projects, all of which are now completed, and has participated in a number of others. The faculty of health sciences was linked with the Capital Hospital of the Chinese Academy of Medical Sciences in a four-year project (1982-85) to improve health care in China by upgrading the medical training of Chinese physicians. The university received CIDA funding for collaboration with the Beijing Film Academy (1984-85) in a project on Chinese cartoons. The school of nursing participated in a five-year CCULP linkage (1989-94) with the school of nursing at Tianjin Medical University to improve the quality of nursing education in China by providing advanced training for nursing educators and collaborating in the modernization of the nursing curriculum. In addition, the University of Ottawa was an "associate" in Phase II of the CCMEP linkage between the University of Toronto and Central China University of Science and Technology. Its professors participated in CCLCP by designing and assisting in the administration of the CanTEST which was used at the CCLC in Beijing to determine the English or French language competence of CIDA trainees before their departure for Canada. As well, the University of Ottawa accommodated 16 CCHDTP trainees, most in the field of health, management and women in development.

Chinese academics in Canada — There have been Chinese academics at the University of Ottawa since 1975 when a significant number of noncredit English language students began to arrive on campus. From 1979 through 1983, modest numbers of both visiting scholars and graduate students from China arrived, particularly in the faculties of science and engineering and to a lesser extent in the faculty of health sciences. CIDA funding for the projects described above has brought at least 37 Chinese academics to the campus on 41 visits totaling more than 10 000 days; two of these visitors were enrolled in graduate programs.

Canadian academics and China — With the assistance of the Bureau for International Cooperation, it was possible to identify 34 professors from the University of Ottawa who have visited China for academic purposes since 1971. In particular, CIDA funding has facilitated at least 36 visits to China by at least 20 professors for a total of more than 800 days.

Université du Québec à Chicoutimi

The Université du Québec à Chicoutimi (UQAC) has been involved in academic cooperation with China since 1986. It has concluded a formal agreement of cooperation with one Chinese institution and received external funding from CIDA for its linkage activities. A number of Chinese academics have visited the campus for advanced study and research and a small number of UQAC professors have visited China for academic purposes. Since 1995, international cooperation at UQAC has been assigned to the new half-time position of "responsable de la coopération internationale."

CIDA projects — UQAC received CCULP funding for a five-year linkage (1989–94) with the Institute of Geochemistry of the Chinese Academy of Sciences in Guiyang and Guizhou. Linkage activities focused on joint doctoral training in geology, with particular emphasis on "modeling and exploring precious and base metal deposits, particularly gold." In addition, UQAC received two CCHDTP trainees in 1986, one each in the fields of management and engineering.

Chinese academics on campus — UQAC received a total of 26 CIDA-funded visits from Chinese academics between 1986 and 1993; 24 visits by 23 Chinese academics resulted from the CCULP linkage in geology described above (including four from people who enrolled in graduate studies), while the remaining two resulted from the presence of CCHDTP trainees. In total, CIDA funding provided more than 5000 days of support for Chinese academics on campus.

Canadian academics and China — At least five UQAC professors have visited China for academic purposes since 1987. The CCULP linkage appears to have funded eight visits (totaling approximately 175 days in China) by five UQAC professors.

Université du Québec à Montréal

Université du Québec à Montréal (UQAM) has been involved in academic cooperation with China since the early 1970s. It has concluded formal academic exchange agreements with eight institutions in China and received external funding from both CIDA and IDRC in support of its

China activities. A number of Chinese academics have visited UQAM for advanced study and research, and a number of UQAM academics have visited China for academic purposes. At UQAM international cooperation is the responsibility of the Bureau de coopération internationale.

CIDA projects — UQAM participated in two CIDA-funded China projects, both of which have concluded. It participated in Phase I (1983–88) of CCMEP as part of a consortium of four Montreal universities linked with People's University of China in Beijing and Tianjin University in the field of management education. It also benefited substantially from CCHDTP, receiving 35 trainees between 1985 and 1993, with the largest numbers concentrated in the fields of international trade and management. In addition, in 1986 UQAM received a small ICDS grant for cooperation with the Institute of Marine Geology in China.

IDRC projects — In 1994 UQAM and the department of economics and management of Shanghai University received IDRC collaborative research funds for a joint project entitled Technology Transfer of Canadian Small and Medium Sized Enterprises to China.

Other formal linkages — In addition to the management linkages described above, UQAM has concluded formal agreements of cooperation with four other Chinese institutions: Nanjing University (Quebec studies and environmental sciences, 1988); the Urban Studies Research Institute of the Beijing Academy of Social Sciences (urban studies, 1992); Beijing University (urban studies, 1994); and Shanghai University of Technology (selected fields, 1995).

Chinese academics on campus — There have been Chinese academics at UQAM since the 1981/82 academic year. The CCMEP linkage brought five Chinese academics to the campus beginning in 1983, all of whom were enrolled in graduate programs. In addition, a large number of CCHDTP trainees were present on campus between 1985 and 1993.

Canadian academics and China — With the assistance of the Bureau de coopération internationale, it was possible to identify 16 UQAM professors in a wide range of fields — particularly in the humanities, social sciences and management — who have been actively involved in academic cooperation with China.

Université du Québec à Trois Rivières

Université du Québec à Trois Rivières (UQATR) has been involved in academic cooperation with China since 1986. It has concluded formal academic exchange agreements with six Chinese institutions and received external funding from CIDA for one of its China projects. As a result, a number of Chinese academics have visited the campus for advanced study and research and a small number of UQATR professors have visited China for academic purposes. At UQATR international cooperation is the responsibility of the Bureau de liaison Université-Milieu, which was established in 1988.

CIDA projects — UQATR received ICDS funding for a three-year linkage (1986–88) between its Centre de recherche en pâtes et papiers and the South China Institute of Technology in

Guangzhou to provide advanced training and research opportunities for Chinese academics in the pulp and paper field.

Other formal linkages — UQATR has concluded formal agreements of cooperation with five other Chinese institutions: the Chinese Academy of Forestry in Beijing (pulp and paper), Dalian Institute of Light Industry (engineering), the Paper Making and Reed Company of Harbin (1986), the Paper Industrial Research Institute of the Ministry of Light Industry of China (1987) and Nanjing Forestry University (1988).

Chinese academics on campus — There have been Chinese academics on the UQATR campus since 1986, primarily in connection with the Centre de recherche en pâtes et papiers. At least 11 CIDA-funded Chinese academics (including three who were enrolled in graduate programs) have been on campus for one to two years each, for a total of more than 6000 days.

Canadian academics and China — At least seven UQATR academics have participated in academic exchange activities with China. Six are associated with the Centre de recherche en pâtes et papiers. One professor works from the Centre de recherche en photobiophysique and has developed a close relationship with Jilin University.

Queen's University at Kingston

Queen's University has been involved in academic cooperation with China since 1974. It has concluded formal academic exchange agreements with 11 Chinese institutions and attracted external funding, particularly from CIDA and IDRC, for its China activities. It has accommodated a significant number of Chinese academics for advanced study and research and a number of its professors have visited China for academic purposes. Until recently the university's international cooperation activities were the responsibility of the Office of International Programs; the new position of associate vice-principal research and director of international programs was scheduled to be in place by mid-1995.

CIDA projects — Queen's received CIDA funding directly for one of its own China projects, but it also benefited from a number of other CIDA China projects. From 1983 through 1986, the faculty of law cooperated with both Tsinghua University and the University of International Business and Economics to assist in the development of a legal framework for China's modernization by training China's future foreign economic relations and trade officials and scholars. In the late 1980s, the school of rehabilitation therapy participated in a CIDA-funded exchange agreement between Ottawa Civic Hospital and the China Rehabilitation Research Centre in Beijing. Its purpose was to train physicians from China in rehabilitation therapy. In addition, Queen's was an "associate" in the CCMEP linkage between the University of Toronto and Central China University of Science and Technology. As well, Queen's University accepted eight CCHDTP trainees, the largest number specializing in law.

IDRC projects — Queen's University received IDRC funding for a three-year collaborative research project (1987-90) with the Economic Legislation Research Centre in Beijing to provide draft legislation on business law.

Other funded projects — In 1988 the faculty of law received a grant from the Max Bell Foundation to establish a research program on "Chinese law and Canada-China legal relations."

Other formal linkages — In addition to the above externally funded linkages, Queen's University has concluded formal cooperation agreements with six other institutions in China: Nanjing University (1985); Lanzhou University (1986); North China Institute of Electric Power, Beijing (with the faculty of applied science, 1991); Nanjing Institute of Post and Telecommunications (1991); Changsha Institute of Mining Research (with the department of mining engineering, 1993); and China National Nonferrous Corporation (with the department of mining engineering).

Chinese academics on campus — There have been Chinese academics on the Queen's campus since 1974 — in the 1970s, a significant number of non-degree language students. From 1979 through 1983, there were a number of "official" visiting scholars, primarily in engineering. The first graduate student from China enrolled at Queen's University in 1981; by 1994, Queen's had enrolled more than 400 graduate students, primarily in engineering and the physical sciences, but also in the social sciences and health sciences. At least 13 CIDA-funded Chinese academics were on campus between 1984 and the early 1990s: five were enrolled in Queen's graduate programs, one was a CCMEP trainee and four were in the field of health.

Canadian academics and China — With the assistance of the Office of International Programs, it was possible to identify more than 30 Queen's academics who have visited China for academic purposes. Although they come from a broad spectrum of specialization, the largest numbers appear to be specialists in engineering, science, law or health. One Queen's academic visited China with CIDA funding, as a CCMEP participant.

The University of Regina

The University of Regina has been actively involved in academic cooperation with China since the early 1970s. It has concluded formal academic exchange agreements with at least three Chinese institutions and has received external funding from CIDA for several of its China projects. Since the late 1970s, the university has accommodated a significant number of Chinese academics for advanced study and research and a significant proportion of its faculty has visited China for academic purposes. The office of associate vice-president (research) and dean, faculty of graduate studies and research, established in 1993, provides "the main coordinating office for international matters" (AUCC 1995, p. 204). The affiliated Saskatchewan Indian Federated College (SIFC) has been involved in academic cooperation with China since 1983 and enjoys several formal relationships with Chinese institutions; it maintains a Centre for International Indigenous Studies which is responsible for its international agreements, exchanges and contracts.

CIDA projects — The University of Regina has received CIDA support for three China projects. From 1982 through 1989, it received modest annual ICDS grants for cooperation with the University of Amoy on "nitrogen fixation." In 1986, it received a small ICDS grant in support of its arrangement with the Chinese Ministry of Commerce to provide work-study

training in administration for five groups of five undergraduates from China. It also enjoyed CCULP funding of its linkage with the Jilin Educational Institute; this five-year project (1990-95) was intended to improve the management of Jilin schools by providing training courses for school principals and by strengthening Jilin Educational Institute's ability to offer in-service educational management courses. In addition to the above projects, the University of Regina was an "associate" in Phase II of the CCMEP linkage between the University of Alberta and Xian Jiaotong University.

Other formal linkages — The University of Regina has been linked with Shandong University in Jinan since 1981, paralleling the twinning of the cities of Regina and Jinan. During the past 15 years, the two institutions have exchanged large numbers of faculty and students in areas of mutual interest, without the benefit of significant external funding. SIFC has enjoyed formal links with the Central University for Nationalities (formerly the Central Institute for Nationalities), Inner Mongolia University and Xinjiang University since 1983.

Informal linkages — Reflecting the twinning of Regina and Jinan, the University of Regina has developed close ties with Shandong Normal University, Shandong Medical College and the Shandong Academy of Sciences, as well as a number of other Shandong institutions.

Chinese academics on campus — The University of Regina has hosted a large number of Chinese academics since 1979, beginning with visiting scholars, non-degree language students and undergraduate students in administration and, by the mid-1980s, including a sizable number of graduate students. Academics from Shandong have made up a significant proportion of the visitors: at least 29 visiting scholars and 18 graduate students from Shandong institutions have pursued advanced study and research on campus during the past 15 years. These include at least 24 from Shandong University and seven from Shandong Normal University, with the largest concentrations in the fields of chemistry and education. Between 1982 and 1995, CIDA funding facilitated at least 26 visits by 24 Chinese academics, providing more than 5500 days of in-Canada support in connection with the CIDA projects described above. The university estimates that in 1994/95 there were approximately 80 Chinese graduate students on campus.

Canadian academics and China — The University of Regina has been able to identify at least 65 of its professors (drawn from many departments and faculties) who have visited China for academic purposes. With encouragement from the university, a large number of these professors have included Shandong institutions in their itineraries. CIDA funding has supported at least 14 visits by nine University of Regina professors (totaling more than 350 days in China), particularly in connection with the CCULP linkage with Jilin Educational Institute.

Ryerson Polytechnic University

Ryerson Polytechnic University (RPU) has been actively involved in academic cooperation with China since the mid-1980s. It has concluded formal academic exchange agreements with four Chinese institutions and has enjoyed considerable success in attracting external funding in support of its linkage activities. It has welcomed a significant number of Chinese academics to its campus and a large number of its professors have traveled to China for academic purposes.

The Ryerson International Development Centre (founded in 1976 as the Third World Centre) has expanded from its initial focus on international development to include "the coordination on behalf of the university of international activities and initiatives" (AUCC 1995, p. 211). Its China Partnership Program was established "to build on Ryerson's ongoing commitment and established relationships in China for the purpose of developing cooperative initiatives" in selected fields (RPU n.d.).

CIDA projects — RPU has received significant CIDA funding for three China projects, all of which have been completed. From 1985 to 1990, it cooperated with Shanghai University of Technology (SUT) in a five-year ICDS project to train SUT faculty and introduce new courses in the areas of computer science, international trade and business communications. Its school of nutrition, consumer and family studies (along with the nutritional sciences department at the University of Toronto) cooperated with Sun Yat-sen University of Medical Sciences in Guangzhou in a six-year CCULP project (1988-94) to establish a department of clinical nutrition on the Guangzhou campus. RPU also received CCULP funding (1990-95) for cooperation with Lanzhou Railway Institute (LRI) in the field of computer applications; project activities included curriculum design and revision at LRI, further training for LRI faculty and staff and the development of technical continuing education programs for women and members of minority groups. In addition to the above projects, RPU accommodated 24 CCHDTP trainees (with the largest number specializing in the field of international trade) between 1984 and 1992.

Other formal linkages — RPU also cooperated with the Beijing Film Academy in a three-year project (1983-86) to provide advanced training for Beijing faculty and to assist in the design of facilities for the academy's new campus; this cooperation received modest financial support from what was then known as the Department of External Affairs.

Chinese academics on campus — Chinese academics were not present on the RPU campus until the mid-1980s, and they have been present principally in connection with the externally funded projects described above. Between 1984 and 1994, there were at least 55 CIDA-funded Chinese academic visitors at RPU for a total of more than 15 000 days.

Canadian academics and China — Ryerson International helped to identify more than 60 RPU professors who have visited China for academic purposes during the past 20 years. CIDA funding facilitated at least 46 academic visits to China (totaling more than 5500 days) by at least 31 RPU professors between 1986 and 1994.

Saint Mary's University

Saint Mary's University has been actively involved in academic cooperation with China since the early 1980s. It has concluded formal academic cooperation agreements with six Chinese institutions and has been very successful in its efforts to attract external funding, particularly from CIDA, for its China activities. A significant number of Chinese academics have pursued advanced studies at Saint Mary's University and a number of its professors have visited China for academic purposes. The mandate of its International Activities Office, established in 1992, is "to coordinate international activities on campus" and (since 1993) to assist in the development,

management and coordination of international development projects at the university (AUCC 1995, p. 229).

CIDA projects — Saint Mary's University has benefited substantially from CIDA funding for its China activities. As described earlier in greater detail, from 1983 to 1993, the university managed CCLCP on behalf of CIDA. CCLCP had three major aspects:

- ◆ the establishment and joint operation of a Canada-China Language Centre in Beijing, first (1983-87) on the campus of the Beijing Institute for Foreign Trade (now known as the University of International Business and Economics) and subsequently (1987-93) on the campus of Beijing Normal University;
- ◆ the creation and coordination of a network of ROCs across Canada; and
- ◆ the coordination of a teacher training program designed to provide advanced training in Canada for foreign language teachers from Beijing Normal University.

Since CCLCP serviced CIDA's other China projects, Saint Mary's played a particularly important role in the development of CIDA-funded Sino-Canadian academic cooperation after 1983. In addition to CCLCP, Saint Mary's University was an "associate" in the CCMEP Phase II linkage (1987-94) between Dalhousie University and Xiamen University and it also accommodated nine CCHDTP trainees on campus (predominantly in the fields of international trade, finance and economics) between 1984 and 1993.

IDRC projects — Saint Mary's also participated in an IDRC-funded collaborative research project on "aquatic biodiversity" which began in 1992 in cooperation with Dalhousie University and several unspecified partner institutions in China, Indonesia and Thailand.

Other formal linkages — Saint Mary's University continues to enjoy formal linkages with the University of International Business and Economics (in commerce), with Beijing Normal University (in foreign language education and teacher training) and with Xiamen University (Chinese language training) since the conclusion of CIDA-funded projects with those institutions. In addition, it has been linked with Shandong Normal University (modern languages and literature, 1982) and Southwest Petroleum Institute in Sichuan (foreign language education). It has also recently concluded a general exchange agreement with Shenzhen University.

Informal linkages — Saint Mary's University has entered into preliminary academic exchange discussions with six other institutions in China.

Chinese academics on campus — The linkages described above have been responsible for the presence of a large number of Chinese academics on the Saint Mary's University campus since 1983. A number of faculty members from both the University of International Business and Economics and Xiamen University have come to Saint Mary's for MBA training. At the same time, a significant number of faculty members from Beijing Normal University, Shandong Normal University and the University of International Business and Economics have engaged in MEd study in teaching English as a foreign language. CIDA funding has supported advanced study at Saint Mary's by at least 51 Chinese academics (including 25 who enrolled in graduate programs) for a total of more than 13 500 days.

Canadian academics and China — With the assistance of the International Activities Office, it has been possible to establish that at least 52 Canadian academics who were associated with Saint Mary's University visited China for academic purposes between 1975 and 1995. CIDA funding supported at least 39 faculty visits to China totaling more than 10 000 days (excluding the length of stay of the Canadian academics who worked at CCLC before 1989, as details were not readily available). Because of the unique nature of CCLC, many of the language teachers who were employed by Saint Mary's University specifically for CCLC have now moved on to other institutions in Canada and elsewhere.

University of Saskatchewan

The University of Saskatchewan has been actively involved in academic cooperation with China since the late 1970s. It has concluded formal academic exchange relationships with at least five Chinese institutions and has attracted significant external funding, particularly from CIDA and IDRC, for its China linkage activities. A large number of Chinese academics have visited the campus for advanced study and research and a large number of University of Saskatchewan professors have visited China for academic purposes. University of Saskatchewan International was established in 1993 "to oversee the institutional commitment to internationalization and to coordinate all activities related to international development, international institutional and academic exchanges, and international contracts" (AUCC 1995, p. 241).

CIDA projects — The University of Saskatchewan has received funding from CIDA for two of its China linkages and has also benefited from participation in two other CIDA China projects; all four projects have been completed.

The university's department of crop science and plant ecology cooperated with the Institute of Grassland Science and the biology department of Northeast Normal University in Changchun on grassland ecology; this 11-year ICDS project (1984-95) aimed to slow the deterioration of China's natural grasslands by providing advanced training for Chinese academics, both in Canada and in China. The college of engineering was linked with Inner Mongolia Engineering College (IMEC) in a seven-year ICDS project (1986-93) to upgrade IMEC faculty, modernize its curriculum and laboratories, develop a master's level graduate program and strengthen IMEC activities in agriculture.

In addition, the University of Saskatchewan was an "associate" in Phase II of the University of Alberta-Xian Jiaotong University CCMEP linkage (1989-95). The University of Saskatchewan also accommodated 10 CCHDTP trainees (predominantly in the field of agriculture) between 1985 and 1994 and 11 Chinese academics (all in the field of agriculture) from three smaller CIDA China programs between 1985 and 1992.

IDRC project — The University of Saskatchewan's department of civil engineering received collaborative research funding from IDRC for joint research with Tsinghua University's faculty of geotechnical engineering in a five-year project (1990-95) on finding "practical solutions" to problems created by "expansive soils."

Other formal linkages — Reflecting the twinning of the provinces of Jilin and Saskatchewan in 1984, the University of Saskatchewan's college of medicine has been linked with Norman Bethune University of Medical Sciences since 1986. Under the auspices of this exchange agreement, four professors from the college of medicine visited Changchun in 1987 and 1988 (for periods of two to three weeks each) and, during the same period, two physicians from Norman Bethune University arrived in Saskatoon for one year of advanced training. Exchanges of personnel appear to have continued in the 1990s.

Chinese academics on campus — Chinese academics have been engaged in advanced study and research at the University of Saskatchewan since the late 1970s, mainly in the colleges of agriculture, engineering and medicine. Between 1984 and 1993, CIDA funding brought at least 64 Chinese academics to the campus (including 29 who enrolled in graduate programs) for more than 39 000 days in Canada.

Canadian academics and China — With the assistance of University of Saskatchewan International it has been possible to identify at least 50 University of Saskatchewan professors who have visited China for academic purposes. For the most part, they are in the colleges of agriculture, engineering, medicine and commerce. CIDA funding has facilitated at least 50 visits by at least 28 professors for a total of more than 1300 days in China in connection with the ICDS and CCMEP projects described above.

Simon Fraser University

Since the early 1980s, Simon Fraser University (SFU) has entered into formal academic exchange relationships with seven Chinese institutions and attracted external funding, particularly from CIDA, IDRC and the Government of British Columbia, for its China activities. It has received a large number of Chinese academics for advanced study and research and a large number of its professors have visited China for academic purposes. The Office of International Cooperation, established in 1985, performs a range of administrative and advisory functions in support of SFU's international activities.

CIDA projects — SFU has received CIDA funding for three China projects, two of which have concluded. Its David Lam Centre for International Communication cooperated with the Central University of Nationalities (CUN, formerly the Central Institute of Nationalities) in a four-year CCULP project (1990-93) to provide advanced training to improve the ability of CUN faculty to train national minority managers and planners appropriate to China's new social and economic conditions. Since 1992, the David Lam Centre (acting as Canadian executing agency for CIDA) has also been cooperating with China's National Environmental Protection Agency in support of the activities of the China Council for International Cooperation on Environment and Development. Through the activities of five "expert working groups" the council, which is composed of an equal number of high-level Chinese and international members, makes recommendations to the Chinese government concerning environmental issues. Through a contract with WUSC, SFU provided 8-month technical interpreter training courses for 53 CCHDTP trainees (between 1987 and 1994) and also accommodated at least 27 additional CCHDTP trainees between 1983 and 1994.

IDRC projects — SFU has received IDRC collaborative research funding for two projects. Its Centre for International Communication cooperated with the Yunnan Academy of Social Sciences on a three-year project (1992–94) to determine the prospects for cross-cultural collaboration in developing income generating cooperatives in rural Yunnan province. Phase II funding (1995–98) focuses on establishing a centre for international cooperation in development research in Lijiang county. A second IDRC project joins SFU's Centre for Policy Research on Science and Technology with Zhejiang University in a four-year project (1993–97) on "research on the paths and policies of improving the indigenous technological innovation capability and getting sustainable development in China," with particular emphasis on the Chinese textile, mechanical and electrical industries.

Other formal linkages — SFU has also been formally linked with three other Chinese institutions: a 1981 agreement with Jinan University appears to be inactive; a 1983 agreement with the Chinese Institute of Contemporary International Relations has resulted in a number of faculty exchanges; and a 1983 agreement with Jilin University has led to a self-funded exchange of students through SFU's "international field schools" program.

Chinese academics on campus — There have been Chinese academics engaged in advanced study and research at SFU since around 1980. Early visiting scholars and graduate students were concentrated in the sciences. Between 1984 and 1993, CIDA funding brought at least 95 Chinese academics to SFU (particularly through CCHDTP) for a total of more than 29 000 days.

Canadian academics and China — At least 60 SFU professors have visited China for academic purposes since the early 1970s. CIDA funding supported at least 24 visits by 12 professors for a total of more than 400 days in China. SFU professors have also benefited from the British Columbia Scholars in China program since 1980; at least 38 have made 43 visits to China with funding from this source.

Technical University of Nova Scotia

The Technical University of Nova Scotia (TUNS) has been involved in academic cooperation with China since the mid-1980s. It has concluded formal linkage agreements with at least three Chinese universities and has been successful in its efforts to obtain CIDA funding for its China activities. A number of Chinese academics have come to TUNS, particularly during the past 10 years, and a small number of TUNS professors have visited China for academic purposes. The International Programs Office, established in 1980, has a mandate "to administer, promote, coordinate and facilitate TUNS international activities" (AUCC 1995, p. 256).

CIDA projects — TUNS has received CIDA funding for two of its China projects, both of which have been completed. Its mechanical engineering department cooperated with Zhejiang University in a four-year CCULP project (1990–94) on "human resource development and transfer of circulating fluidized bed technology for the utilization of Chinese coal." From 1990 through 1993, its Centre for Water Resource Studies was involved in a four-way CCULP linkage with Dalhousie University (school for resource and environmental studies), Beijing University and Tsinghua University on "environmental effects of water resource development."

In addition to these projects, TUNS accommodated 13 CCHDTP trainees (predominantly in engineering) between 1986 and 1993; and 20 trainees from the CIDA-sponsored China Open Cities Project.

Informal linkages — The naval architecture program of the mechanical engineering department has accommodated a number of visiting scholars and graduate students from China during the past decade. In particular, a close relationship has been developed with Harbin University.

Chinese academics on campus — There have been Chinese academics at TUNS since the mid-1980s, the largest concentrations in the department of mechanical engineering and the Centre for Water Resource Studies. CIDA funding brought 40 Chinese academics to TUNS between 1986 and 1994 for a total of more than 7500 days.

Canadian academics and China — Since the early 1980s, 14 TUNS professors have visited China for academic purposes since the early 1980s. Between 1990 and 1994, CIDA funding supported 18 visits by eight TUNS academics for a total stay in China of more than 250 days.

University of Toronto

The University of Toronto (U of T) has been very involved in academic cooperation with China since 1970. It has concluded formal linkage agreements with at least 22 Chinese institutions and it has been very successful in obtaining external funding for its China activities, particularly from CIDA and IDRC and through the University of Toronto–York University Joint Centre for Asia Pacific Studies. A very large number of Chinese academics have visited the university and many of its professors have visited China for academic purposes. Since 1994, the Office of the Vice-President, Research and International Relations has become “the central focus for international institutional partnerships and programs at the University of Toronto” (AUCC, p. 260). The China activities of the Ontario Institute for Studies in Education (OISE) are also included here because of the 1996 merger of OISE with U of T’s faculty of education.

CIDA projects — Since the early 1980s, U of T’s cooperation with China has been facilitated by CIDA funding for nine major linkage projects, all of which have been completed.

- ◆ Its 1981 linkage with Sichuan Medical College (subsequently renamed West China University of Medical Sciences), which recalled historical links between the two institutions, received CIDA funding for two projects in 1982: a seven-year ICDS grant (1982–89) to provide advanced training in the health sciences for Chinese graduate students and faculty, both in China and in Canada; and a four-year ICDS grant (1982–86) focused on strengthening the teaching of English as a second language on the Chengdu campus.
- ◆ The Toronto General Hospital, a U of T teaching hospital, was linked with Beijing Hospital in a three-year ICDS project (1983–86) to provide advanced training for senior Chinese physicians at Toronto General.
- ◆ U of T’s faculty of management was linked with Central China University of Science and Technology in a 12-year CCMEP project (1983–95) in the field of management

education, providing both in-Canada and in-China degree and non-degree training for Chinese academics, opportunities for collaborative research and a series of "advanced programs" for specialists from across China. In Phase II of the project (1988-95), four Canadian "associates" (Queen's University, University of Manitoba, University of Ottawa and Wilfrid Laurier University) and two Chinese "associates" (Zhejiang University and South China University of Technology) were incorporated in linkage activities.

- ◆ The department of electrical engineering cooperated with Xian Jiaotong University in an eight-year ICDS project (1986-95) to establish a graduate program in electrical power engineering on the Xian campus.
- ◆ The nutritional sciences department (in coordination with the school of nutrition, consumer and family studies at Ryerson Polytechnic University) cooperated with Sun Yat-sen University of Medical Sciences in Guangzhou in a six-year CCULP project (1988-94) to introduce a department of clinical nutrition on the Guangzhou campus.
- ◆ The department of geography and Institute of Environmental Studies cooperated with the Institute of Geography of the Chinese Academy and the Institute of Soil and Water Conservation of Shanxi Province in a four-year CCULP project (1988-92) to develop a model "soil erosion geographical information system decision support system" in Shanxi province, including both research and training activities.
- ◆ The department of chemical engineering cooperated with Wuhan Iron and Steel University in a six-year CCULP project (1989-95) to provide advanced training for Chinese engineering professors, primarily through research visits to the University of Toronto.
- ◆ The burn centres at Toronto's Hospital for Sick Children and the Wellesley Hospital, both affiliated teaching hospitals of the U of T, cooperated with the department of burns and plastic surgery of Gansu Provincial People's Hospital in a five-year CCULP project (1990-95) that was designed "to assist the Chinese "to westernize their burn patient management and methodology."

In addition to these linkage projects, U of T accommodated 11 CCHDTP trainees between 1984 and 1992, with particular concentrations in the fields of engineering and health; and 28 trainees from smaller CIDA programs, with particular emphasis on the fields of economics and management. As well, since 1993 U of T has been playing a supporting role in several CIDA-funded projects that are being administered through the Conference Board of Canada. At OISE the Higher Education Group coordinated a six-year CCULP-funded Canada-China Joint Doctoral Program in Education (1989-95) with seven Chinese normal universities (Beijing Normal University, East China Normal University in Shanghai, Nanjing Normal University, Northeast Normal University in Changchun, Northwest Normal University in Lanzhou, Shaanxi Normal University in Xian and Southwest Normal University in Chongqing).

IDRC projects — U of T has received IDRC collaborative research funding for three projects with China, two of which are concluded. The department of geography collaborated with the Guangdong Academy of Sciences in a four-year project (1986-90) on "soil erosion and land management" in Guangdong province. The nutritional sciences department of the faculty of medicine collaborated with the department of clinical nutrition of Sun Yat-sen University of Medical Sciences in Guangdong in a six-year project (1989-95) to train Chinese nutritionists and

collaborate in research on infant nutrition. U of T has also been cooperating with Yunnan University and the Chinese National Committee for Man and the Biosphere Program in a three-year project (1994–97) on “biodiversity conservation and sustainable development” in southern Yunnan province. In addition to these projects, several U of T professors are playing supporting roles in a number of other IDRC-funded research activities.

Other formal linkages — U of T has established formal ties with at least 10 additional institutions in China. It is linked with Beijing University (1988), with a particular focus on law. Its faculty of forestry is linked with both Beijing Forestry University (1986) and Northeast Forestry University in Harbin. Its faculty of applied science and engineering has established ties with the Beijing Institute of Aeronautics and Astronautics. Its department of geography and Institute for Environmental Studies are linked with Beijing Normal University. The Centre for Religious Studies established a link with the World Religion Institute of the CASS in the early 1980s. The department of East Asian studies is linked with the Research Institute of History and Bibliography of Yan Bian University in Jilin, with a focus on Korean studies. The University College drama program and the graduate centre for the study of drama signed a five-year collaborative agreement with the Shanghai Theatre Academy in 1992. Most recently, U of T has joined the University of British Columbia and McGill University to link with Beijing University, Nankai University and Tsinghua University in the Canada-China 3 × 3 University Partnership; Université de Montréal was subsequently added to the partnership, which focuses on faculty and student exchanges and research collaboration in seven designated areas of scholarly activity.

Joint Centre for Asia Pacific Studies — The University of Toronto–York University Joint Centre for Asia Pacific Studies has been a focal point of Asia activity in Toronto and across Canada since it was established in the early 1970s. The centre has received significant funding for China-related activities, many of which have been completed:

- ◆ It operated the CCLCP ROC in Ontario (1984–93) with funding from CIDA. It administered the Ontario-Jiangsu Educational Exchange Program (1986–93) with funding from the Government of Ontario.
- ◆ It coordinated the placement of Chinese scholars who came to Canada under the auspices of the SSHRC–CASS exchange program (1986–88) with funding from SSHRC.
- ◆ It undertook a “Canadian Missionaries Project” (1986–92) and a “Canada and the Pacific Program” (1983–88), both of which included a substantial China focus, with private funding from the Donner Foundation.
- ◆ It mounted seminars on the China trade through a Pacific Trade Program (1986–90) with funding from the Max Bell Foundation.
- ◆ In the 1990s, it has undertaken several new programs with substantial China components, including an “Asian business studies program” (1990–); a CIDA-funded project on “regionalization in eastern Asia” (1994–96); and a Ford Foundation-funded project as “dialogue monitor” on Asia-Pacific security issues (1995–97).
- ◆ In addition, the centre has recently undertaken several projects on Canada and Hong Kong.

Chinese academics on campus — U of T has consistently accommodated more international students than any other university in Canada. Since the late 1970s, it has welcomed large

numbers of graduate students and visiting scholars from China to its campuses, particularly to its faculties of applied science and engineering, arts and science, medicine and management. CIDA funding for the projects described above has brought more Chinese academics to the University of Toronto (290 including OISE) than to any other university in Canada, providing a total of more than 90 000 days (250 years) of in-Canada support; 59% of this has been directed to the support of 73 Chinese academics enrolled in graduate programs at U of T and OISE.

Canadian academics and China — It has been possible to identify more than 200 U of T professors who have traveled to China for academic purposes since the early 1970s, but the number may well be significantly higher. These professors are drawn from departments across the university, but are most heavily concentrated in the faculties of applied science and engineering, medicine, management and arts and science. CIDA funding (primarily for the projects described above) supported at least 82 visits to China by U of T professors between 1982 and 1995 for a total of more than 3500 days; these figures do not reflect the activities in three early ICDS projects or in a number of smaller CIDA projects in which U of T professors were certainly involved. OISE academics made at least 25 CIDA-funded visits to China between 1989 and 1995, totaling more than 1200 days.

University of Victoria

The University of Victoria has been actively involved in academic cooperation with China since 1980. It enjoys formal academic exchange relationships with two Chinese universities and has been successful in its efforts to obtain external funding, particularly from IDRC and the Government of British Columbia, in support of its China linkages. A significant number of Chinese academics have come to the University of Victoria for advanced study and research and a significant number of its professors have visited China for academic purposes since the early 1970s. The mandate of the Office of the Associate Vice-President Academic is "to administer and coordinate international activities on behalf of the university" (AUCC 1995, p. 274).

CIDA projects — It appears that the University of Victoria has received CIDA funding for only one China activity, a 1985 conference on Education in China Today organized in cooperation with East China Normal University (ECNU). In addition, the University of Victoria has been an "associate" in Phase II of the CCMEP linkage between the University of British Columbia and Shanghai Jiaotong University. It also accommodated a small number of CCHDTP and CCLCP trainees between 1984 and 1991.

IDRC project — The University of Victoria received substantial funding from IDRC in support of a three-phase cooperative education research program (1983-91) with ECNU that focused on eight themes relating to the reform of education in China and also provided ECNU faculty and students with opportunities for advanced training in Canada.

Chinese academics on campus — There have been Chinese academics at the University of Victoria since about 1980, and a large number have been concentrated in the sciences and in the field of education. IDRC funding brought 50 research delegates, 12 short-term students and six master's students from ECNU to the University of Victoria in the field of education between

1983 and 1990. CIDA funding brought at least seven Chinese academics to campus through CCMEP, CCLCP and CCHDTP for a total of more than 2300 days.

Canadian academics and China — With the assistance of the Office of the Associate Vice-President Academic, it was possible to identify 40 professors from the University of Victoria, drawn from a wide range of academic fields, who have visited China for academic purposes since the early 1970s. University of Victoria professors have benefited from the British Columbia Scholars in China program since 1980; a total of at least 26 have made 27 visits to China with funding from this source. IDRC and CIDA funding have also facilitated travel to China by professors from the University of Victoria; CIDA funded eight visits by six faculty members between 1984 and 1994 for a total of more than 70 days in China.

University of Waterloo

The University of Waterloo has been involved in academic cooperation with China since 1979. It has concluded formal agreements with three Chinese institutions and has received external funding from both CIDA and IDRC for its China programs. It has welcomed a large number of Chinese academics to its campus and many of its professors have visited China for academic purposes. The International Programs Office, established in 1982, is responsible for "both international development cooperation and international academic relations" at the university (AUCC 1995, p. 277).

CIDA projects — The University of Waterloo has received CIDA funding for two projects, both now completed. It joined with the University of Western Ontario in Phase II of the CCMEP linkage (1988–95) with Tsinghua University in the field of management education. Their three-way cooperation facilitated the introduction of an MBA program at Tsinghua University. It also cooperated with the Shanghai University of Engineering and Science (SUES) in a four-year CCULP linkage (1989–93) to introduce cooperative education to China; the result was both a "fully operational" cooperative education program at SUES (including the placement of many SUES cooperative students in Chinese industry) and the convening of the first Chinese National Conference on Cooperative Education in 1991. In addition to these projects, the University of Waterloo accommodated 18 CCHDTP trainees between 1984 and 1994.

IDRC project — The University of Waterloo received IDRC collaborative research funding to cooperate with the technical training department of the National Remote Sensing Centre of China at Beijing University in a four-year project (1984–88) on "remote sensing research and training with digital image processing."

Informal linkages — Since 1988, the University of Waterloo's geography department has been in discussions with Nanjing University's department of ocean sciences about the possibility of future academic cooperation.

Chinese academics on campus — Chinese academics have been engaged in advanced study and research on the campus of the University of Waterloo since 1979. It appears that the largest concentrations of Chinese academics have been in engineering, the sciences, mathematics and

management. The number of Chinese graduate students at the university grew dramatically in the mid-1980s, peaking at 155 in 1990, and has subsequently declined significantly (to 44 in 1994). There have also been large numbers of visiting scholars from China on campus. CIDA funding has supported 112 visits to the university by 106 Chinese academics (including nine who enrolled in graduate programs) for a total of more than 24 000 days in Canada, mostly between 1989 and 1994.

Canadian academics and China — With the assistance of the International Programs Office it has been possible to identify more than 80 professors from the University of Waterloo who have been actively involved in academic cooperation with China, including more than 60 who have visited China for academic purposes since the late 1970s. Professors from the departments of combinatorics and optimization, management sciences, pure mathematics, geography and systems design engineering have been most active in this regard. CIDA funding has facilitated at least 51 visits to China by at least 28 University of Waterloo academics for a total of more than 1100 days since 1989.

The University of Western Ontario

The University of Western Ontario has been actively involved in academic cooperation with China since the late 1970s. It has concluded formal agreements of cooperation with at least seven Chinese institutions and obtained external funding from both CIDA and IDRC for its China activities. It has welcomed a number of Chinese academics to its campus for advanced study and research and a number of its professors have visited China for academic purposes. The Office of International Academic Affairs, established in 1990, has a mandate "to support, encourage and promote all appropriate international activities at the University of Western Ontario" (AUCC 1995, p. 283).

CIDA projects — The University of Western Ontario received CIDA funding for a two-phase CCMEP linkage with Tsinghua University in Beijing. During Phase I (1983–88), the two schools cooperated directly in the field of management education. During Phase II (1988–95), the University of Waterloo and the University of Western Ontario joined in a three-way linkage with Tsinghua; Phase II facilitated the introduction of an MBA program at Tsinghua and also incorporated two additional Chinese universities, Southeast University in Nanjing and Dalian University of Technology, as "associates." In addition to this project, the University of Western Ontario accommodated seven CCHDTP trainees between 1984 and 1994, primarily in the faculty of engineering science.

IDRC projects — The University of Western Ontario received IDRC funding for two projects. In 1986–87, the Population Studies Centre of the department of sociology provided a special six-week training course in advanced demographic techniques to six Chinese researchers who were preparing to undertake an in-depth fertility survey in China. In 1995, the school of library and information science began a three-year joint collaborative research project with the Institute of Scientific and Technical Information of Shanghai, focusing on the impact of access to and use of information on small businesses in both China and Canada.

Other formal linkages — The University of Western Ontario has also concluded formal linkages with three other institutions in China: its faculty of kinesiology is linked with the Beijing Institute of Physical Education; and its faculty of medicine is linked with both Luoyang Medical College (in the field of nuclear medicine) and with Nanjing Children's Hospital (in the field of pediatric medicine).

Informal linkages — Individual professors at the University of Western Ontario have also established informal collaboration with a number of institutions in China.

- ◆ The faculty of science has made significant contact with the Virus Research Institute of the Chinese Academy of Preventive Medicine in Beijing
- ◆ The earth sciences department has connections with the University of Geosciences and the Institute of Geochemistry of the Chinese Academy of Sciences, both in Beijing
- ◆ The plant sciences department has contacted the Northeast Forestry University in Harbin.
- ◆ In the faculty of engineering science there have been significant contacts between the materials engineering department and the Institute of Physics and the Institute of Semiconductors (both part of the Chinese Academy of Sciences) and the Research Institute of Synthetic Crystals, all in Beijing.

Chinese academics and Canada — There have been Chinese academics at the University of Western Ontario since 1977 when the first official exchange students arrived on campus. The largest numbers of Chinese academics have been concentrated in Western's business school and in the faculties of engineering science, science and medicine. CIDA funding facilitated at least 59 visits by at least 57 Chinese academics between 1984 and 1994, for a total of more than 20 000 days in Canada. The greatest impact has been on Western's business school which has welcomed 52 of the 57 Chinese academics, including 22 who enrolled in its graduate programs.

Canadian academics and China — With the assistance of the Office of International Academic Affairs, it was possible to identify 30 professors from the University of Western Ontario who have visited China for academic purposes since the early 1970s. The largest numbers have been in the school of business and in the faculties of science and engineering science. CIDA funding (through CCMEP) facilitated 13 visits to China by at least eight Canadian academics for a total of more than 200 days in China between 1984 and 1994.

York University

York University has been actively involved in academic cooperation with China since the early 1970s. It has concluded formal academic exchange agreements with at least nine Chinese institutions and has received significant amounts of external funding, both from CIDA and through the Joint Centre for Asia Pacific Studies, for its China activities. It has attracted a large number of Chinese academics to the campus for advanced study and research and a large number of its professors have visited China for academic purposes. York International (founded in 1969 as the Office of International Services and renamed in 1984) has a mandate "to enhance the international focus of the university in the areas of development cooperation and academic relations with institutions in developing and developed nations" (AUCC 1995, p. 301).

CIDA projects — York University's faculty of administrative studies received CIDA funding for its 12-year CCMEP linkage (1983-95) with Nankai University in Tianjin in the field of management education. Their cooperation facilitated the establishment of both an MBA program (based on the York model) and a Sino-Canadian Joint PhD Training Centre at Nankai. Université Laval and McMaster University played supporting roles throughout this linkage and in Phase II (1988-95) both Sichuan University and Nanjing University were added as Chinese "associates."

Other formal linkages — York University has also concluded formal agreements of cooperation with six additional Chinese institutions.

- ◆ Norman Bethune College has been linked with Sichuan International Studies University (formerly Sichuan Foreign Languages Institute) in Chongqing since 1983. Under the auspices of this linkage (which never received substantial external funding from CIDA or other external sources), several delegations were exchanged, as many as 15 young teachers of English as a second language (mostly from Norman Bethune College) were sent to Chongqing and during the 1980s five Sichuan language teachers came to Toronto.
- ◆ Osgoode Hall law school has been linked with the Southwest Institute of Political Science and Law in Chongqing since 1985; a significant number of recent law graduates from York have gone to Chongqing to teach under the auspices of this program and a number of self-funded York law students have attended seminars in Chongqing biannually since 1993.
- ◆ A 1985 exchange agreement between York University and the Zhejiang Academy of Fine Arts in 1985 appears to be inactive.
- ◆ A 1988 academic exchange agreement with Yantai University was renegotiated in 1995 and will likely be administered from Calumet College in the future.
- ◆ The faculty of fine arts concluded a formal exchange agreement with the faculty of arts education at Beijing Normal University in 1992, which has already resulted in several faculty exchanges.
- ◆ The Instructional Technology Centre has been linked with West China University of Medical Sciences since 1992, but there has been limited exchange activity thus far.

Joint Centre for Asia Pacific Studies — The University of Toronto-York University Joint Centre for Asia Pacific Studies has been a focal point of Asia activity in Toronto and across Canada since it was established in the early 1970s. In particular, the centre has received significant funding for China-related activities, many of which have been completed. (See list of activities under U of T.)

Chinese academics on campus — There have been Chinese academics at York University since 1973 when the first "official" exchange students arrived. Although the number of Chinese visiting scholars and graduate students was small in the early 1980s, their presence increased significantly during the decade. The number of Chinese undergraduate and graduate students at York increased from nine (in 1982/83) to 70 (in 1989/90), but has since declined significantly to 29 (in 1994/95). It appears that Chinese academic visitors have made the greatest impact on the faculty of administrative studies. Between 1983 and 1995, CIDA funding (particularly the CCMEP linkage described above) supported at least 87 visits to York by Chinese academics for a total more than 36 000 days; 34 of these Chinese academics enrolled in graduate programs,

primarily in the faculty of administrative studies.

Canadian academics and China — With the assistance of York International, it has been possible to identify more than 70 professors from York University who have visited China for academic purposes since the early 1970s. Although they have been drawn from departments across the university, the largest number have been specialists in administrative studies, Asian studies, fine arts or languages and literature. CIDA funding has facilitated 86 visits to China by York professors, for a total of more than 2200 days in China.

Part 4: Summary of Findings

On balance, most Canadian and Chinese academics appear to be satisfied with the overall shape and direction of Sino-Canadian academic relations during the past 25 years. There is a general sense that much has been done, but also that more might have been accomplished — exhilaration tempered by frustration.

In this section, I attempt to summarize and present as objectively as possible (bearing in mind that the approach employed is impressionistic rather than scientific) the input collected from approximately 900 Canadian and Chinese academics through the interviews and surveys described earlier. It begins with the elements which Canadian and Chinese interviewees and survey respondents have suggested are critical to successful Sino-Canadian academic cooperation. It proceeds with an examination of the Canadian perspective on Sino-Canadian academic relations — first the accomplishments, then the frustrations — concluding by looking briefly at the accomplishments and frustrations from the Chinese perspective. I reserve my own evaluation and recommendations for the final section of the report.

Key ingredients of successful Sino-Canadian academic cooperation

As there appears to be considerable agreement that we have accomplished a great deal during the past 25 years of Sino-Canadian academic relations, it is appropriate to begin by attempting to determine how we did it. Canadian and Chinese interviewees and survey respondents were very helpful in identifying, on the basis of their own experiences, the “strengths” of some Canada-China academic cooperation projects that made them more successful than others. The result is a composite of eight “key ingredients.”¹² My impression is that it is not one or two of these factors alone, but the dynamic interrelationship of many of them that results in successful academic cooperation.

Leadership — There is a consensus that strong and consistent leadership in both partner institutions is a prerequisite for successful international academic cooperation. A number of Canadian and Chinese academics pointed to the positive role played by the president of their university or the dean in promoting cooperation with China. Others focused on the critical role of the successful project director who assembled a “core group” or “team” in support of the project.

Focus — A number of Canadian and Chinese academics insisted that academic cooperation can only succeed when it is focused. In their experience, the more specific the goals, the greater the

likelihood of successful cooperation. They suggested that each institution needs to establish its own international focus (geographically and academically), then carefully select partners who are likely to share that focus. Similarly, formal agreements of cooperation between Canadian and Chinese universities also ought to be as specific as possible.

Funding — A significant number of Canadian and Chinese interviewees and survey respondents suggested that the availability of funding is critical. The absence of funding has made even the best project difficult to implement. Several people also emphasized the importance of frugality and cost effectiveness to maximize the use of available funds.

Mutual benefit — A number of Canadian and Chinese academics pointed to the reciprocal and mutually beneficial nature of their academic cooperation with China as critical to its success. Others confirmed this point by suggesting that "one-way" relationships are problematic and can be successful only in the short term. Thus, sustainable cooperation requires mutual benefit.

Mutual respect — A small number of Canadian and Chinese academics emphasized that their successful cooperation was based on a relationship of "partnership" and equality. Such relationships, built on flexibility and sensitivity to cultural differences, facilitate the development of a sound trust. Others pointed to the issue of "budget transparency" as an example of mutual respect; if only one side knows the budget and benefits accordingly, then mutual respect is difficult to achieve.

Personal contacts — A small number of Canadian and Chinese academics emphasized that in their experience successful academic cooperation is based on personal relationships. Such relationships animate formal agreements. Personal relationships also facilitate communication and increase the likelihood of sustainability.

Careful selection — A number of Canadian and Chinese academics agreed that careful selection of participants on both sides is essential to successful academic cooperation. Sending people who are cross-culturally sensitive, mature, professionally prepared and linguistically competent prevents frustrations on both sides.

Communications — A number of Canadian and Chinese academics emphasized the importance of communications to successful academic cooperation. They suggest that communications should be friendly, frank, frequent and culturally sensitive to prevent misunderstanding and maximize efficiency.

Canadian perspectives on Sino-Canadian academic relations

There appears to be a remarkable consensus of opinion among Canadian academics who have been participating in various aspects of academic cooperation with China. Most of the 537 interviewees and survey respondents were neither uncritically enthusiastic nor unreasonably negative about their experiences. Instead they thoughtfully identified both their accomplishments and areas of satisfaction, then their frustrations and disappointments. In approaching Canadian perspectives on what we have accomplished, I have organized the material around four themes:

the benefits for individual Canadian academics, for Canadian universities, for Chinese academics, and for Chinese universities. In approaching Canadian frustrations with aspects of Sino-Canadian academic relations, I have focused on the "top ten" most frequently raised issues.

The benefits for individual Canadian academics

Canadian interviewees and survey respondents were generally very willing to discuss how academic cooperation with China has benefited them and their colleagues. Although their attitudes were positive, they were also multifaceted. Therefore, I have broken down their comments into four themes and present them in order of decreasing frequency.

Personal impact — Visits to China have proved to be very positive personal experiences for many Canadian academics. Words such as "enjoyable," "valuable," "enriching," "wonderful," "marvelous," "satisfying," "interesting," "fascinating" and "stimulating" were used repeatedly to describe the event. In particular, the hospitality and generosity of Chinese hosts and the friendliness of the Chinese people prompted comments. Many Canadian academics also suggested that their trip had had a great impact on them personally (and in several cases on their families), giving them an opportunity for personal growth in which they learned more about themselves and formed enduring friendships with Chinese colleagues. Several even suggested that they may have benefited more than their Chinese hosts.

Research — Many Canadian academics also indicated that their involvement in academic cooperation with China has had a positive impact on their own research in Canada. A number of scientists and engineers highlighted the positive (even "revolutionary") effect of high-calibre graduate students and visiting scholars from China on the productivity of their laboratories. Some Canadian professors pointed to new opportunities for collaborative research, the publication of coauthored articles and the joint preparation of conference papers. In certain fields, particularly the social sciences, management and health care, Canadian professors were able to incorporate Chinese data into their research and publications; in agriculture, new research samples were obtained from China. A significant number also cited the benefits of networking with leading Chinese authorities in their fields.

Internationalization — A number of interviewees and survey respondents spoke of the "broadening" that they and their colleagues experienced through their contact with China ("it opened the minds of many of our colleagues"). For some it was an invaluable first international experience, for others it was a first visit to Asia. In either case, it was "a unique experience" and "a turning point" that resulted in a "cultural awakening" and created a "critical mass" of people who are "enthusiastic" about international cooperation, sensitive to cross-cultural communication and in possession of new perspectives on China that can be shared with fellow Canadians. Some Canadian academics also commented on their new appreciation for living and working conditions in Canada after their visit to China.

Teaching — A number of Canadian academics suggested that their experiences in China have had a positive impact on their teaching in Canada. Some indicated that teaching in China had been an exhilarating experience that had served as a "catalyst" and changed their teaching

techniques. Others suggested that their more "international" perspective had "sharpened" their approach to traditional subject matter. Some interviewees and survey respondents (particularly in the social sciences) indicated that they have been able to incorporate their China experience into the content of their courses.

The benefits for Canadian universities

Many Canadian interviewees and survey respondents suggested that involvement in academic cooperation with China has had a positive effect on Canadian universities. Some of the same people also insisted that more could have been done to maximize that benefit. I have identified five most frequently mentioned benefits to Canadian universities and present them here in order of decreasing frequency.

Graduate education — By far the largest number of Canadian academics suggested that the most significant benefit of Sino-Canadian academic cooperation for Canadian universities has been the presence on Canadian campuses of a large number of graduate students from China. The best were consistently described as "outstanding" or "excellent" students who were "motivated," "well prepared" and "sophisticated." They were also favourably compared with Canadian students because they were "more serious" and "hard working" and "a cut above the usual... student." A number of Canadian academics credited Chinese graduate students with making "a wonderful contribution to our program" and "enriching our academic environment," as well as enhancing the reputation of some Canadian graduate programs. Canadian faculty expertise was also expanded in some fields.

Internationalization — Sino-Canadian academic cooperation was also credited with accelerating the internationalization of a number of Canadian university campuses. More specifically, it was said to have had a "positive institutional impact" that "broadened the outlook" of some universities and helped add a "global component" to their missions. Canada-China activities were also credited with making Canadian professors more aware of international issues and opportunities, (it "helped open the eyes of my faculty colleagues") and creating a "ripple effect" that encouraged other professors to become involved in international activities. Several professors pointed out that increased international activity (particularly if it included funded development activities) was financially beneficial to the university.

International reputation — A number of Canadian academics, particularly from smaller universities, suggested that high-profile involvement in Sino-Canadian academic cooperation has helped to transform the image of their universities. It was also suggested that this transformation has occurred at several levels — in the community, among Canadian universities and, of course, internationally. This new image also had an impact within the university, encouraging additional international activities. As well, it has made their institutions much better known in China.

Canadian students — Canadian students have benefited, both directly and indirectly from Canada-China academic cooperation activities, according to a number of Canadian academics. Several suggested that interaction with "industrious" Chinese students, whether in the classroom or laboratory or even in social settings "motivates" Canadian students. Students also benefit

indirectly when their professors visit China and then incorporate Chinese experiences or data into their courses. In addition, a number of former Canadian exchange students in China confirmed that their China experience had been "intense" and "vital or "central" to their careers.

Outreach — A smaller number of Canadian academics suggested that academic cooperation with China has facilitated relations between the university and its external communities. Some projects with China have involved significant contact with Canadian industry and government researchers. In other cases, the university was able to share its new expertise (for example, on market conditions in China) with the private sector in Canada. Finally, in some smaller communities, the presence of Chinese visitors has had a "profound effect" and in at least two cases led to the creation of externally funded fellowships or scholarships.

The benefits for Chinese academics

Most Canadian interviewees and survey respondents suggested that Chinese academics have benefited substantially from academic cooperation with Canada. Not unexpectedly, their comments focused on Chinese academics who had been trained in Canada (whether as graduate students or visiting scholars), then returned to China; there is far less mention of the Chinese academics to whom they lectured during short visits to China. As in the previous section, I am presenting these themes in order of decreasing frequency.

Training — Chinese academics who returned to China after a substantial period of advanced study and research in Canada were most often described as "well qualified" and with "a new attitude to research." They had typically received rigorous training in their discipline, been exposed to the most recent scholarship in their field and improved their English or French language skills. In addition, a number of Canadian scientists and engineers indicated that they had emphasized exposure to "new technology" and the "adaptation of suitable technology" for China. Canadian training would have a "life-changing impact" on these Chinese academics, many of whom were returning "enthused" and "motivated" and destined to become "leaders in their field" in China.

Status — Many Canadian academics appeared to be well informed about recent developments in the careers of Chinese academics with whom they had worked. A significant number of returned Chinese academics were reported to have "done well in China." Many had received academic promotions and research funding and several had won special awards in recognition of their academic merit. Other returnees were reported to have assumed "more responsible" positions in their academic unit. A smaller number (particularly in management) were reported to have left their original academic unit to assume positions elsewhere, particularly in private enterprises.

Academic impact — Canadian-trained Chinese academics were reported to have "instituted significant changes" since their return to China. Some had introduced new fields and many had initiated substantial curriculum changes at their home institutions. A number were said to be employing Western teaching methods in the classroom. Having been exposed to "Western approaches and attitudes" to research, a significant number were reported to be very active in research, often in consultation and collaboration with Canadian academics.

Nonacademic impact — A number of Canadian academics also emphasized the impact on Chinese academics of exposure to the "world beyond China." They returned to China with "Western experience" and familiarity with the "Western" way of doing things which would serve as a "positive influence" and make "a huge difference in the(ir) mentality." In the opinion of these Canadian academics, the social aspect of study abroad was also very significant for China's modernization.

The benefits for Chinese universities

Most Canadian interviewees and survey respondents suggested that Chinese universities have benefited substantially from academic cooperation with Canada. In their view, Canadian universities have helped Chinese partner institutions to strengthen their capacity to train the next generation of Chinese youth. Many Canadian academics look forward to continued collaboration with their Chinese colleagues, particularly in research.

Academic quality — Canadian academics suggested that they have helped to "influence positively the academic quality" of Chinese universities. In particular, they have been directly involved in upgrading the teaching and research skills of Chinese academics, both in Canada and in China. In the process, they have exposed a new generation of Chinese professors to Western scholarship, methodology and academic culture. They have also contributed to curriculum development through the courses that they have taught in China (the materials for which were often subsequently published in Chinese). The result has been a "capacity building opportunity" for Chinese universities which has contributed to their "remarkable" and rapid "transformation."

Innovation — Canadian academics pointed with satisfaction to considerable innovation at Chinese universities. In management, for example, they credited CCMEP with "leaving a healthy legacy" that provided the experiential basis for the introduction of MBA and PhD degrees and a number of new academic departments. Some returned Chinese academics have been able to introduce new fields of research. In other cases, Sino-Canadian academic cooperation has led to the establishment of new institutes, centres and other units at some Chinese universities.

Infrastructure — Canadian interviewees and survey respondents suggested that Sino-Canadian academic cooperation has contributed to the upgrading of facilities at some Chinese partner institutions. In a number of cases, Canadian professors had brought books and materials to China to support in-China teaching activities and these were subsequently placed in university libraries. Some funded cooperation provided monies for computer hardware and software purchases. In other instances, Chinese institutions were able to make use of international cooperation projects to "leverage" special Chinese funding to upgrade their computer and library facilities. Several projects also resulted in the creation of useful resource centres.

Image — A number of Canadian academics suggested that Sino-Canadian academic cooperation has had a positive impact on the image of partner Chinese universities. They believed that Chinese institutions involved in international cooperation had enhanced their reputations both internationally and within China. In addition, because of outreach activities (such as executive and teacher training), some Chinese universities had established "great credibility" with and

become "more linked to businesses and enterprises." Others were participating in international "networks" of Canadian and Chinese professionals in specific fields, thereby establishing a leading role for themselves in China.

Canadian frustrations with Sino-Canadian academic cooperation

In the context of our accomplishments, this section focuses on the principal problems of Canadian academics who have been involved in academic cooperation with China. It is not an attempt to catalogue all of the frustrations that were expressed by more than 500 individuals. Instead, I have selected the 10 areas of concern that were raised most frequently by Canadian interviewees and survey respondents (each was raised independently by at least 20 people). They are presented in decreasing order of frequency.

Non-returnees — The most frequently mentioned frustration of Canadian interviewees and survey respondents was the decision of many Chinese academics who were in Canada in June 1989 not to return to China on completion of their advanced studies and research in Canada. A significant number of Canadian academics believe that the "non-returnee" issue has had a negative impact on Sino-Canadian academic cooperation. The benefit to China of funded cooperation projects has been "limited," "weakened" or "jeopardized" according to some; others were even more critical, suggesting that "non-returnees" had rendered their projects "less than useless" or "a dismal failure."

In terms of their Chinese partners, some Canadian academics worried about "the major impact" of the "non-returnees" on high-priority academic programs that were being developed by their Chinese partners and on the reputations of Chinese professors who had selected and sponsored the non-returnees. China, after all, "loses the benefit of their skill and education, when they have the most to offer their homeland."

Canadian academics suggested that, for Canada, two consequences of the non-returnee issue were the loss of opportunity for long-term academic cooperation with those colleagues whom they assumed would return to important academic positions in China; and the increasing reluctance of some Canadian academics (who were genuinely interested in helping China's modernization) to accept additional graduate students from China. Many Canadian academics criticized the Canadian government for its special immigration policy in 1989. That policy was variously described as "a mistake," "an overreaction" and "too immediate"; the result was "not a good use of Canadian money" and suggested to some that "something... [was] very wrong with Canadian immigration policy."

Some Canadian academics also expressed disappointment with young Chinese academics who should have returned "to help their country," but did not have the motivation to do so and were instead "using study as a way to immigrate to Canada and had no intention of returning."

Funding — A second frequently expressed concern relates to the "major barrier" raised by difficulties in funding academic cooperation with China. For projects involving a program of institutional cooperation, it appears that there have been three sources of concern: either these

projects have never gotten off the ground ("many initiatives are on hold"); their scale has been reduced (because there is "no permanent adequate funding"); or their sustainability has been called into question ("it takes money to sustain relationships"). The decline in funding for Sino-Canadian research has also been a frequent cause of concern among Canadian academics, many of whom pointed specifically to cuts in international research funding by NSERC, SSHRC and IDRC. The result has been to severely restrict or even "exclude further exchanges" despite the existence of carefully cultivated research networks and elaborate research programs. A number of individual researchers, particularly in the social sciences, reported that they have been forced to self-fund their research which has been "very grueling." The decline in available funding (both from university resources and external agencies) for graduate students, postdoctoral fellows and visiting scholars from China was also raised by a number of Canadian academics.

Impact on Canadian universities — A significant number of Canadian interviewees and survey respondents have concluded that their involvement in Sino-Canadian academic cooperation has had "little impact" on their home university in Canada ("the effect... was close to zero" or "the impact here was weak"). They indicated that, on their campuses, Canadian academics who were involved in China projects — including those who traveled to China for academic exchange purposes — were rarely encouraged to share their experiences with colleagues, particularly outside their own academic units.

Similarly, in many Canadian institutions the benefits of having a large number of Chinese academics on campus was not thought through; they were regarded as "just another group of students arriving." Typically, Canadian students, particularly undergraduates, had little contact with Chinese academics on most Canadian campuses and increasing international cooperation with China had little impact on university programs or curricula.

Perhaps, as one interviewee suggested, this reflects the fact that, during the 1980s, most Canadian universities did not have their own "vision" of international cooperation, they simply accepted CIDA's vision and seized the financial and recruitment opportunity. With the benefit of hindsight, a number of Canadian university administrators expressed regret that they had not done more to "maximize the impact" of externally funded cooperation with China on their institutions.

Research in China — A number of Canadian interviewees and survey respondents indicated frustration of their efforts to conduct research in China and to establish research links with Chinese colleagues. They frequently reported that they had been largely unsuccessful in efforts to incorporate a collaborative research component into funded academic cooperation that heavily emphasized training activities. Others pointed to differences in "research culture" and "research standards" between China and North America. They reported that they were being denied access to research sites and data, and some suggested that their Chinese colleagues were too "possessive," "fairly secretive" and "unwilling to disclose details" of their research. The greatest frustrations appeared to be among Canadian social scientists, several of whom reported that they had been asked to pay "exorbitant" research fees, had been stymied by bureaucratic barriers or had been denied access to historical materials or sites in China. As a result, several indicated that they "no longer felt comfortable" doing research in China and had shifted their focus elsewhere.

CIDA in China — Many Canadian interviewees and survey respondents indicated that they were frustrated with some aspect of CIDA's involvement in China. Without question, the principle concern was that the non-returnee issue (discussed above) had rendered a good portion of CIDA's HRD program for China "a waste of taxpayer money," suggesting that the Canadian government had undermined the effectiveness of its own multimillion-dollar program of development assistance for China (in which Canadian universities were playing a major role).

In addition, a number of Canadian academics complained that their access to CIDA China funding was limited by a number of factors: lack of clear information about funding criteria; an "old boys club" mentality at CIDA, which made it difficult for "non-members" to compete for funding; and an increasingly complex, bureaucratized and prolonged project application and review process. Others focused on CIDA's relations with Canadian universities, suggesting that Canadian universities have allowed CIDA to "overwhelm" them and to set the agenda for Sino-Canadian academic cooperation ("too much money made us uncreative") and that CIDA does not have a real understanding of the significant contribution of Canadian universities to China's development.

In terms of recently concluded CIDA-sponsored linkage programs with China, there was strong feeling (even "shock") that CIDA funding had been "cut short too early" to allow a maximum return on Canadian development dollars. There was also some criticism of CIDA's ability to communicate effectively (with Canadian universities, with Chinese partners and with other agencies of the Canadian government) and of its political sensitivity, which was reflected in its desire to "spread around" rather than focus Canadian development assistance and in its "inability to make and maintain decisions."

Language competence of Chinese academics in Canada — A number of Canadian academics suggested that language has been a limiting factor in Sino-Canadian academic cooperation. They pointed, for example, to the experience of many visiting Chinese scholars whose ability to benefit from short-term academic experience in Canada was compromised by "the language barrier." Apparently, many Chinese graduate students (even those who have undergone English language training in China before departure) have also experienced "initial language difficulties," but they have had a longer period of time in which to address them. French-speaking academics in Canada have been particularly frustrated by the small number of French-speaking academics in China and by China's apparently limited interest in French language exchanges with Canada.

Project leadership — Canadian interviewees and survey respondents at some Canadian universities were critical of Canadian and Chinese project leaders with whom they had worked. Based on their comments, problems seem more likely to occur when there has been a change of project leadership on either side. Because the working relationship between project co-directors, who typically develop friendship and trust over time, is critical to the success of any project, a change of leadership is potentially disruptive. In addition, a change in project directors may result in adjustments to the shape and direction of a project and cause disagreements with faculty whose involvement may predate the new project director. One project director in this position found it to be "very stressful personally." Another problem that was raised is that some Canadian project directors appear to have monopolized information about their project, thereby alienating their colleagues and limiting the institutional impact of their project; in addition, when they

departed it was more difficult for someone else to step into the project leadership. A number of Canadian academics criticized project directors (on both sides) for a lack of follow-up; thus a number of professors who went to China reported that they had little or no feedback from or contact with the project after their return. In fact, "debriefing" of Canadian returnees does not appear to have been a regular practice in all projects.

Communication — A number of Canadian interviewees and survey respondents indicated that their academic cooperation with China has been impeded to some extent by communication difficulties, the most frequently mentioned being the language barrier. Most Canadian academics who taught short courses, guest lectured or presented papers at conferences in China did so in English (or French); they typically relied on interpreters, which many found disruptive or otherwise problematic. Where no interpretation was deemed necessary because of the (English or French) language competence of the audience, there were also problems of comprehension. A second communication problem has been the difficulty of ensuring fast and reliable communication with China. Canadian academics expressed their frustration with slow mail service; sometimes difficult and always expensive fax contact; and telephone service that varied considerably in reliability depending on the location in China. Finally, a number of academics reported problems in cross-cultural communication, many of which they were able to identify and resolve in the course of academic cooperation.

Teaching in China — Although teaching in China was evidently an exhilarating experience for a number of Canadian interviewees and survey respondents, clearly it was a varied and less satisfying experience for others. Several Canadian academics reported that they felt "underutilized" ("sitting around a lot of the time") by Chinese academics who "didn't take advantage of our expertise." However, other Canadian academics reported that they were kept very busy ("they definitely knew how to get the most out of us") and found the experience to be "tiring." At a small number of Chinese institutions, Canadian academics found that they were not lecturing to the kind of audience they had been led to expect; that there was minimal interest in their lectures and little motivation to take advantage of their visit; and that, therefore, their impact had been minimal. A small number of faculty members also found that their visits were too short to be useful, although one suggested that longer visits could be counterproductive, concluding on the basis of a longer visit that "the longer you stay in China, the less respect they have for you."

Chinese academics in Canada — As we have seen earlier in this section, many Canadian interviewees and survey respondents were enthusiastic about the calibre and impact of Chinese academics who traveled to Canada for advanced study and research, but there were also less-satisfactory experiences. A small number of Canadian academics indicated that they have encountered Chinese graduate students and visiting scholars of "uneven" quality. Some visiting scholars were inadequately prepared linguistically; the objectives of their visits were not clear enough; and their stay in Canada was too short to be meaningful. As one Canadian academic reported, they were "overwhelmed by the material" that was made available to them. There have also been less-successful graduate students from China; most frequently the problem has been not their professional preparation, but their maturity in the face of potentially traumatic academic and sociocultural change.

Chinese perspectives on Sino-Canadian academic relations

Chinese academics provide a somewhat different perspective on Sino-Canadian academic relations. The comments, below, were collected from 368 Chinese academics, most of whom have returned to China after visits of varying length to Canada. Bearing in mind the significant differences in survey and interview techniques that were employed in China (see Part 1), I have organized this material thematically, focusing first on the benefits to individual Chinese academics, then on the benefits to Chinese universities. I then review some of the principal frustrations and concerns of Chinese academics involved in academic cooperation with Canada. In general, I found the written surveys from China most useful in gauging the impact of Sino-Canadian academic cooperation on individual Chinese academics and Chinese universities; the group interviews in China were most useful in identifying the critical ingredients of academic cooperation and the areas of frustration.

The benefits for individual Chinese academics

Chinese interviewees and survey respondents agreed that the opportunity to visit Canada for advanced study or research has had a significant impact on their personal academic development. I have attempted to group their responses around four themes — language competence, advanced training, international experience and status in China.

Foreign language competence — Most Chinese academics who visited Canada for periods of advanced study or research were selected at least partly on the basis of their English or French language competence. In fact, foreign language competence (more often than not verified by language examination) was probably the most significant factor in their selection. In addition, a large number of Chinese academics enrolled in special language courses before departure for Canada. Despite these steps, a very large number of returned Chinese academics described their English or French language competence as less than adequate on their arrival in Canada. For most, listening and speaking were more problematic than reading or writing. During the early months (a period of “shock” as one respondent described it), limited English or French language competence had an impact on the academic work of many Chinese academics; some reported difficulty in following lectures or engaging in discussions with Canadian professors (“body language” was helpful in one case). A large number reported that they immediately (“in the second day after I arrived in Toronto”) took remedial steps to improve their foreign language abilities, either by enrolling in language classes (on or off the campus) or by informal means (watching television, making an effort to talk with Canadians and self-study). Most Chinese academics reported that they were able to adjust to the language context after several months. The foreign language competence that they have brought back to China has proved to be a tremendous asset in their ongoing research and teaching activities and in their ongoing communications with colleagues in Canada and elsewhere outside China.

Advanced training — The research specializations and academic track records of Chinese academics were also important criteria in their selection for advanced study and research abroad. Most Chinese academics reported that the academic training that they had received in China was appropriate (at least “to some extent”) for their academic program in Canada. Returned Chinese

academics emphasized that their generally good or very good working relationships with Canadian faculty supervisors were the single most critical aspect of their academic training in Canada; these relationships were typically described as "friendly," "close," "harmonious" and "helpful." A large number of Chinese academics also emphasized the accessibility of libraries, computer and laboratory facilities in Canada. In addition, many reported that they found useful the opportunity to visit at least one or two other Canadian universities and to participate in at least one scholarly conference in Canada.

The majority of survey respondents and interviewees reported that since their return to China their academic work in Canada has been relevant (in many cases very relevant) to and has made an important impact on their academic work in China. The impact appears to have been greatest in research, with a significant number stressing the critical importance of their Canadian research experience. Many reported that they were continuing the research that they had begun in Canada (thereby introducing new fields of research in China). Some, particularly in the sciences and engineering, reported that they have received research grants (most frequently from NNSFC) to continue their work. A number of returned Chinese academics pointed to their record of publications (including publications coauthored with Canadian colleague) in both Chinese and English. As well, some CIDA-sponsored Chinese academics have participated in "national elements" activities that have reinforced their academic ties with Canada and encouraged their research. A smaller but significant number of returned Chinese academics reported that academic work in Canada has also had an impact on their teaching in China, both in terms of course content and methods.

International experience — Most Chinese interviewees and survey respondents had never traveled outside China before their visit to Canada. Thus, their Canadian experience provided a valuable opportunity to become familiar with Western society and culture and to establish life-long professional and personal contacts abroad. A number of Chinese academics reported that they had received some cultural orientation before leaving China. Nevertheless, a large number experienced some degree of "culture shock" when they first arrived in Canada. Most Chinese survey respondents reported that Canadian host universities played a critical role in helping them become oriented when they first arrived; at some universities, the Chinese visiting scholars' and students' association also was helpful.

Survey respondents suggested that their choice of housing was important: the majority chose to live alone in rooms or apartments on or near the campus; a minority chose to share accommodations, typically with other Chinese visitors; a small number also had an opportunity to stay in a Canadian home during their visit. In terms of social activity, many Chinese academics described extensive opportunities for informal contact with Canadian professors and graduate students, as well as with other Canadian friends, both on and off campus. Others reported that they were too busy with their academic work and restricted themselves to a few social activities or even none at all. A smaller number of Chinese academics had the opportunity to attend cultural performances or travel to different parts of Canada.

Some returned Chinese academics suggested that these choices regarding housing, social activities and travel opportunities had a critical impact on the depth of their international experience. Having adjusted (to varying degrees) to life abroad, at least some Chinese academics

also experienced a second "culture shock" on their return to China; they needed to adjust not only to the contrast with life abroad, but also to the changes that had occurred in China during their absence. A majority of survey respondents indicated that they had maintained contact with Canadian colleagues and friends since their return to China.

Enhanced status — A significant number of returned Chinese academics indicated that they have enjoyed enhanced status in China since their return from Canada. Many reported that they have received special attention from the leaders of their university and the opportunity to report on their international experience. A significant number have been promoted to higher academic positions or given more administrative responsibility in their units. As indicated earlier, a number have received NNSFC grants to continue their research. Some universities have also worked to improve the housing situation and salaries of returnees.

The benefits for Chinese universities

Many Chinese universities credited international academic cooperation — including cooperation with Canada — with contributing to the remarkable transformation of their institutions during the past 15 years. Universities in China today appear to be more autonomous, more self-sufficient and more directly involved in China's modernization efforts — in cooperation with other sectors. The following comments, based primarily on input from foreign affairs directors, are organized into three themes — international cooperation, faculty development and institutional strengthening.

International cooperation — Most of the responding foreign affairs directors described their university's expansion of international cooperation activities during the past 15 years. Typically, contacts with Canadian universities were an integral component of these activities. Most institutions have had three types of contact with Canadian universities: informal professor-to-professor contacts; formal but unfunded university-to-university contacts, many of which have functioned on an irregular basis at best; and formal, externally funded institutional linkages, most of which have recently concluded. These relationships, particularly the funded linkages, have led to extensive exchanges of personnel for training purposes and more limited instances of research collaboration. A number of Chinese universities have also sponsored international conferences, frequently in cooperation with their international (including their Canadian) partners. Overall, these international activities have provided Chinese universities with international recognition, enhanced domestic prestige, access to the latest Western technology in areas of highest national priority, particularly through personnel exchanges, and eligibility for significant international research and development funding.

Faculty development — For Chinese universities, a main objective of international academic cooperation has been upgrading the academic qualifications of mid-career academics and training a new generation of Chinese professors to an international standard. The respondent Chinese universities reported that they have been sending first visiting scholars, then graduate students to Canada since the early 1980s. From their perspective, the visiting scholars have thus far been more successful. The scholars, who are typically more mature professionally and emotionally, have gone abroad for shorter periods with more focused objectives. Most have returned to play

an important role in the transformation of their institutions, through their teaching and research activities, as well as their increased administrative responsibilities in many cases. Fewer graduate students have thus far returned to their home universities from Canada. In addition to sending Chinese academics abroad, most responding universities have sought to enhance faculty development by inviting Canadian academics in priority areas to China to teach short courses or jointly supervise the graduate work of Chinese doctoral students, usually under the auspices of externally funded institutional linkages.

Institutional strengthening — Chinese respondents suggest that both the international cooperation and faculty development activities described above have significantly enhanced the capacity of Chinese universities to deliver higher education at an international standard to a new generation of Chinese students. Returned Chinese academics (including those from Canada) are typically credited with critical curriculum innovations, changes in teaching methods and a commitment to research of international calibre. CIDA-funded partnerships with Canadian universities (particularly CCMEP and CCULP) are also acknowledged to have played an important role in this transformation of Chinese universities.

Chinese frustrations with Sino-Canadian academic cooperation

Compared with their Canadian colleagues, Chinese academics identified fewer frustrations with Sino-Canadian academic cooperation. This may reflect cultural or methodological differences or a combination of both. However, the following themes emerged again and again in interviews at Chinese universities and to a lesser extent in survey responses.

Non-returnees — By far the most frequently mentioned frustration of Chinese university presidents and foreign affairs directors was the non-return of large numbers of Chinese graduate students (and to a lesser extent visiting scholars) who had been sent to Canada for advanced study or research, particularly in 1985–89. Chinese university authorities typically pointed out that their universities had made a tremendous investment in these young people, who had been sent abroad to receive advanced training and then return to help rebuild their universities. Loss of the teaching services of these young people has had a negative impact on the staffing of high-priority departments at some of China's key universities. Because many of these students were receiving CIDA funding, allowing them to remain in Canada appeared to be turning the principle of Canadian development assistance for China on its head; Canada and Canadian universities appear to be benefiting more than Chinese universities. Other Chinese academics who were expecting to go abroad in turn have been denied the opportunity or sent for shorter periods of non-degree study. Notwithstanding recent conciliatory comments (suggesting that these Chinese students will return to China sooner or later) and recent visits by some non-returnees, there is probably no other issue that has more pressure on the Sino-Canadian academic relationship.

Budget transparency — A surprising number of Chinese university officials pointed out, although frequently with hesitation, an inconsistency between the CIDA rhetoric of partnership and the budgetary practices of a number of Canadian directors of CIDA-funded cooperation projects. In effect and apparently contrary to CIDA policy, Chinese project directors were being kept in the dark about the details of project budgets. A number of Chinese project directors

suggested that because they regarded CIDA money as a gift, they were embarrassed to ask too many questions. This lack of budget transparency had the effect of making Chinese participants feel like unequal partners and suggested a lack of mutual respect that we have identified as critical for successful academic cooperation.

Canadian visa procedures — This issue was raised repeatedly by both Chinese university officials and Chinese academics themselves. Chinese survey respondents identified obtaining a Canadian visa as the most problematic aspect of their predeparture preparations. Many Chinese academics reported that they were required to make several trips to Beijing, that they received their visas literally hours before their departure for Canada, that the process took months (but was faster at other Western embassies) or that their departure for Canada had to be postponed, with the result that they arrived late in Canada (frequently after the start of classes). Visa problems have been alleviated for CIDA-sponsored trainees since the Cooperation Support Unit took over responsibility for facilitating their visa applications, but the problem does not seem to have improved for other Chinese academics.

CIDA in China — Many Chinese university officials expressed concern about the sustainability of CIDA-funded linkages whose funding has recently ended. They suggested that without some additional funding, exchange activities will have to be greatly reduced or even suspended. The substantial CIDA investment in these linkages could thus be wasted. For institutions that were not successful in the current SULCP competition, the problem is an immediate one. They suggested that bridge financing for some ongoing academic cooperation activities could facilitate the transition to a more self-sustaining basis of cooperation.

Alumni — Chinese academics who have returned to China after periods of advanced study or research in Canada expressed concern about maintaining their academic links with Canada. They would appreciate a follow-up mechanism that provided Canadian university alumni (whether CIDA funded or not) with regular opportunities to receive Canadian scholarly journals, to participate on an occasional basis in Canadian scholarly conferences or to be eligible for travel funds for short-term research in Canada.

Canadian studies — A number of Chinese university officials expressed frustration with the low level of Canadian funding available to support Canadian studies in China. In the late 1980s and early 1990s, the embassy promoted the establishment of many Canadian studies centres in China, but it does not appear to have the funding to support them properly. The implications of these comments, repeated in a number of universities, are either that the funding should be increased or that the number of funded centres should be reduced.

Part 5: Perspectives and Recommendations

I began this report by suggesting that the development of Sino-Canadian academic relations during the past 25 years has been "remarkable." Beginning in 1970 with no academic relationship to speak of, we have certainly accomplished a great deal together. In Part Three, I described the many benefits that have resulted for both individual and institutional participants in Canada-China academic cooperation activities. In this final section, I offer some personal perspectives on a number of the frustrations that have been identified. On the basis of these comments, the report concludes with a set of 10 recommendations for the future.

Non-returnees

The non-return of Chinese academics to China after advanced study and research in Canada has emerged as the most frequent frustration of both Canadian and Chinese academics. As many of us are aware, this "brain drain" problem is not unique to China, but has also occurred at a certain point in the history of other rapidly developing countries.

In the Canada-China relationship the concept of "delayed return" or "non-return" can be traced back to 1986 or 1987 when Chinese academics in Canada began to explore whether and how they could "postpone" their return to China. The "special immigration policy" of the Canadian government in response to events in China in June 1989 provided a "one-time" opportunity for these Chinese academics to remain in Canada on a permanent or indefinite basis and, much to the regret of many proponents of Sino-Canadian academic cooperation, a large number took advantage of the opportunity; an across-the-board but time-limited extension of visas for all Chinese academics in Canada would probably have been more appropriate. Frankly, the Canadian government's well-intentioned but ill-considered immigration policy had the effect of undermining its own development assistance policy for China and jeopardizing a large number of CIDA-funded university linkage projects. Once the Canadian government had announced its "special immigration policy," there was little that CIDA or Canadian universities, no matter how sympathetic they were to the home institutions of the non-returnees, could do other than encourage Chinese students to return on an individual basis. We must now put this matter behind us to build our future cooperation.

However, we can and must address the problem of newly arriving Chinese academics, particularly those who are funded by the Canadian government. In the current circumstances, I suggest that on completion of their studies these people should be under contractual obligation to return to China for a period of time (perhaps two years would be appropriate) or be legally obliged to refund the monies expended on them by Canada.

CIDA and China

Most Canadian and Chinese academics are grateful to CIDA for its substantial commitment to academic cooperation between their countries during the past 13 years. As indicated earlier, CIDA funding facilitated more than 50 Canada-China university linkages between 1983 and 1995. On the other hand, CIDA's new policy toward China of 1994 may jeopardize the substantial Canadian investment in university linkage-based HRD (SULCP notwithstanding) by marginalizing the further participation of Canadian universities as key players in Canadian development assistance for China. In the opinion of many Canadian academics, the shift in CIDA's China policy appears to be too severe. At the very least, to maximize both the return on past investments and the prospects for sustainability, bridge financing should be made available for the 40 or more Canada-China university linkages that are not receiving further funding through SULCP. In addition, AUCC should continue to make vigorous representations to CIDA about the role that Canadian universities can and should play in Canada's development assistance activities in China and elsewhere.

The limited impact on Canadian universities

A number of Canadian academics indicated frustration that their university did not receive maximum benefit from their personal participation in large-scale CIDA-funded linkages with Chinese institutions. I believe that this is due, in large part, to the narrow mandates of the international liaison offices that were established at universities across Canada in the 1980s. The principle focus of many of these offices was to obtain external funding for and then manage international development projects, preferably on a self-sustaining basis. It appears that, in many Canadian universities, no individual or office was responsible for coordinating this "project management" function with the larger academic priorities of the institution.

For the most part, the benefit derived from these programs was measured by the revenue they generated for the university and by the research and teaching opportunities they provided for the professors in the academic unit directly involved in the activity. In the case of cooperation with China, few Canadian universities appear to have developed a coordinated institutional approach, with the result that there has been very limited sharing of China-related information both within and between Canadian university campuses. Thus, there have been many lost opportunities to maximize the impact of international cooperation for the Canadian partner universities.

In the future, AUCC should encourage Canadian universities to design China projects (and other international projects too) that are demonstrably mutually beneficial and respond to the larger mission and priorities of the Canadian partner, as well as to the needs of the Chinese partner.

Most interviewees and survey respondents agreed that mutually beneficial cooperation is more likely to be sustainable cooperation.

Sharing information and experience

Despite their obvious interest in academic cooperation, Canadian universities have not done enough to share China-related information and experience. It is not comforting to recall that this is the same conclusion reached in 1982 at the AUCC-sponsored conference on Canadian Universities and China. To maximize the benefits of international cooperation, we need to do a better job of collecting and sharing information and learning from our experiences. Many of what I would call the "operational frustrations" of Canadian academics involved in academic cooperation with China are repeated on campuses across the country, but to the best of my knowledge, they have not been discussed collectively.

As we concluded in 1982, AUCC is probably in a unique position to collect and disseminate China-related information and to facilitate the sharing of information and experience among its members. It is also well placed to discuss the "operational problems" of both Canadian and Chinese academics with the State Education Commission to identify whether and how these problems can be alleviated or resolved. As well, since so many Canadian universities have recently lost their CIDA funding for linkages with China, it may be timely to bring Canadian universities together to begin discussions on the future shape and direction of academic cooperation between Canada and China.

Collaborative research

Research collaboration between Canadian and Chinese academics has always been considered an integral part of Sino-Canadian academic cooperation, but it has not developed as rapidly as we expected. Initially, lack of facilities in China (particularly laboratories, libraries and computers) made collaboration more difficult in some fields, but there has been tremendous progress over the past decade. In addition, the main source of funding for academic cooperation activities has been CIDA and its emphasis has been on "training" rather than research. Other funding sources (IDRC, NSERC and SSHRC) have been cutting back or eliminating their funding for China activities during the past decade. A third factor has been the impact of the non-returnees, the majority of whom were graduate students who would have been natural partners for research collaboration.

Canadian and Chinese universities must focus more on research to ensure that their leading professors continue to be committed to international cooperation. In particular, Canadian universities must address the unilateral elimination of international funding by NSERC and SSHRC as contrary to the national interest in a period of globalization. They must also convince CIDA of the value of research as an ingredient for sustainable development.

Canadian alumni in China

Having interviewed or surveyed several hundred Chinese academics who have returned to China from Canada, I am convinced that we need to do more for our university alumni there. Canada has invested a great deal in these people, and they are our colleagues and friends. They should also be our preferred partners for future cooperation. Many have fond memories of their time in Canada and, as I indicated in the previous section of the report, they would welcome opportunities to sustain their professional and personal relationships with Canadian academics. Ten years ago I suggested the creation of a Canada-China Alumni Society; if that idea is too ambitious, then individual Canadian universities should take the initiative in this regard.

Canadian studies in China

During the past decade Canada has actively encouraged Chinese academic interest in Canadian studies. The result of these efforts has been the proliferation of Canadian studies centres at university campuses across China and increased interest by Chinese academics in both the Special Awards for Canadian Studies and the Canada-China Scholar Exchange Program. However, it appears that we do not have the resources available to sustain the interest that we have created. Either the resources should be increased or our efforts should become much more focused. Now that we have promoted the field of Canadian studies in China, we need to advance its more rapid development in consultation with the Canadian studies communities in both countries.

Chinese studies in Canada

Canadian sinologists (both professors and students) have not received appropriate encouragement during the past decade. If anything, resources for Canadians interested in the study of China have diminished significantly. The greatest blow was the termination of SSHRC's international programs, particularly its formal exchange agreement with CASS. Although sinologists in British Columbia and Quebec have provincial sources of funding available to them, colleagues elsewhere do not. The one remaining national source of funds in Canada for research in China is the CCSEP. That program, which is used primarily by graduate students, is itself being reduced again this year. At the same time, a number of Canadian professors have been frustrated in their efforts to do meaningful social science research in China and there does not appear to be a Canadian governmental or nongovernmental agency speaking out on their behalf. I do not believe that this diminution of resources for the Canadian study of China is in the national interest.

Recommendations

In light of these comments, I make the following recommendations concerning the future development of academic relations between Canada and China.

1. **National conference** — AUCC should convene a second national conference on Canadian Universities and China to facilitate the sharing of Canada–China academic exchange experience among all Canadian universities and to plan for future Canadian academic cooperation with China in a period of diminished government resources.
2. **China liaison activities** — In the current situation (in which so many CIDA-funded Canadian university linkages have been phased out), AUCC should expand its China liaison function to facilitate the transition of its member institutions to a new stage of Sino-Canadian academic cooperation.
3. **CIDA** — AUCC should encourage CIDA to make bridge financing available for Canada–China university linkages for which CIDA funding has recently terminated and that are not receiving funding through SULCP to enhance their prospects for sustainability. AUCC should also continue to work vigorously to inform CIDA of the vital role that Canadian universities can and should play in Canada's development assistance activities.
4. **Non-returnees** — CIDA and Canadian immigration officials should make every effort to work out a legally enforceable agreement, whereby Chinese academics who come to Canada with financial support from the Canadian government would be obligated to return to China for a period of two years. Failure to return would legally oblige them to repay all public monies that have been expended on them.
5. **Canadian immigration procedures** — Pending some resolution of the procedural problems and delays that have been experienced in obtaining Canadian visas for academic visits, services currently provided by the Cooperation Support Unit in Beijing to CIDA-funded Chinese trainees, should be extended to all Canada–China academic exchange participants.
6. **Collaborative research** — In consultation with its member universities, AUCC should work to reverse the decisions of both NSERC and SSHRC to abandon international academic cooperation activities as short-sighted and contrary to Canada's long-term interests.
7. **Canadian alumni in China** — A Canadian alumni association should be established in China, and membership should be open to all Chinese academics who have returned to China after periods of advanced study or research in Canada.
8. **Canadian sinologists** — An appropriate university or other agency should host a symposium on the past experience, present state and future direction of the Canadian study of China.

9. **SULCP** — In its administration of SULCP, AUCC should bear in mind the need for collecting and sharing information and experience, not only among the participating universities in Canada, but with all universities in Canada, thereby maximizing the benefit of the program in Canada.
10. **Canadian studies** — In consultation with appropriate nongovernmental organizations, Foreign Affairs and International Trade should focus its support for Canadian studies in Canada to maximize the impact of limited resources.

Appendices

Appendix 1: Interviewees (I) and survey respondents (S) in Canada

- Acorn, Dr Sonia, School of Nursing, University of British Columbia (S)
 Aiken, Dr Rebecca Bruff, Assistant Director, McGill International, McGill University (I)
 Ait-Kadi, Dr Abdellatif, Professeur titulaire, Département de génie chimique, Université Laval (I)
 Alexandroff, Dr Alan, Trade Policy Program Coordinator, Centre for International Studies, University of Toronto (I)
 Ali, Dr Mohamed Ar, Professeur titulaire, Département de biologie, Université de Montréal (I)
 Allan, Wilfred, Director, Alberta International, University of Alberta (I)
 Allard, Dr Jacques, Professeur titulaire, Département des études littéraires, Université du Québec à Montréal (S)
 Anderson, Dr Anthony, Physics Dept., University of Waterloo (S)
 Anderson, Dr G. Harvey, Nutritional Sciences Dept., Faculty of Medicine, University of Toronto (I)
 Anderson, Dr John O., Chair, Psychological Foundations in Education, Faculty of Education, University of Victoria (I)
 Anderson, Linda, Office of Student Exchanges and Study Abroad, McGill University (I)
 Angus, William, Director, China Exchange Programs, Osgoode Hall Law School, York University (I)
 Antrobus, Dr Paul, Psychology Dept., Luther College, University of Regina (S)
 Apedaile, Dr Peter, Rural Economy Dept., University of Alberta (I)
 Arboleda-Florez, Dr J.E., Community Health Sciences Dept., University of Calgary (I)
 Atkins, Dr Derek R., Associate Dean, Faculty of Commerce and Business Administration, University of British Columbia (S)
 Audet, Dr Noël, Professeur titulaire, Département de littérature, Université du Québec à Montréal (I)
 Austin, Dr Alan P., Biology Dept., University of Victoria (S)
- Bagley, Dr Chris, Faculty of Social Welfare, University of Calgary (S)
 Bailey, Martha, Faculty of Law, Queen's University (S)
 Bain, Dr Bruce, Educational Psychology and Technology Dept., University of Alberta (S)
 Baker, Dr R.J., Crop Science and Plant Ecology Dept., University of Saskatchewan (S)
 Banting, Dr Peter M., School of Business, McMaster University (S)
 Banville, Dr Claude, Professeur agrégé, S.I.Q., Université Laval (S)
 Barclay, Dr Donald W., Western Business School, University of Western Ontario (S)
 Basu, Dr Prabir, Mechanical Engineering Department, Technical University of Nova Scotia (I)
 Beamish, Dr Paul, Royal Bank Professor of International Business, Western Business School, University of Western Ontario (I)
 Beanlands, Dr Gordon, CCULP Project Director, School for Resource and Environmental Studies, Dalhousie University (I)
 Beaton, Dr Norman J., (Retired) Agricultural Economics Dept., University of Manitoba (S)
 Beaupré, Dr Charles P., Modern Languages Dept., Saint Mary's University (S)
 Beaven, Kath, Assistant to Director, Centre for International Programs, University of Guelph (I)
 Belleau, France, Direction Soins Infirmières, Hôpital du St-Sacrement, c/o Université Laval (S)
 Ben Hassine, Dr Ahmed, Professeur titulaire, Faculté d'administration, Université de Moncton (S)
 Bentley, Dr C.F., Professor Emeritus, Renewable Resources Dept., University of Alberta (S)
 Berry, Dr Edward, English Department, University of Victoria (S)
 Bhatt, Vikram C., School of Architecture, McGill University (I)
 Billinton, Dr Roy, Associate Dean, Graduate Studies, Research and Extension, College of Engineering, University of Saskatchewan (I)
 Birch, Dr Daniel, Vice President Academic and Provost, University of British Columbia (I)
 Blachford, Dr Cam, Former Associate Vice President and International Liaison Officer, University of Regina (I)
 Boivin, Dr Aurelien, Département de littérature, Université Laval (S)
 Bonnycastle, Geoffrey, Administrator, China Exchanges, Faculty of Administrative Studies, York University (I)
 Booth, Marilyn, Dean, Continuing Education Division, Ryerson Polytechnic University (I)
 Bosisio, Renato G., Professeur titulaire, Département de génie électrique et de génie informatique, École Polytechnique, Université de Montréal (I)
 Bosley, Dr Richard N., Philosophy Dept., University of Alberta (S)
 Bowman, Dr Marilyn, Psychology Dept., Simon Fraser University (S)
 Boyd, Dr Milton, Agricultural Economics Department, University of Manitoba (S)
 Branton, Dr Graham R., Director, Cooperative Education, University of Victoria (I)

Academic Relations Between Canada and China 1970-95

- Brasch, Dr James D., English Department, McMaster University (S)
 Brigg, Dr Peter, English Department, University of Guelph (S)
 Brimacombe, Dr J.K., Alcan Chair in Materials Process Engineering and Director, Centre for Metallurgical Process Engineering, University of British Columbia (S)
 Brochard, Patrick, Program Officer, World University Service of Canada (I)
 Brodie, Dr Don, Adjunct Professor, Physics Department, University of Waterloo (S)
 Broom, Dr Eric, Professor Emeritus, School of Human Kinetics, University of British Columbia (S)
 Brown, Dr Robert Craig, Acting Chair, History Department, University of Toronto (S)
 Brown, Dr Gregory, Biology Department, McGill University (S)
 Bullen, Dr Peter S., Professor Emeritus, Mathematics Department, University of British Columbia (S)
 Bullock, Dr Ronald, Chair, Geography Department, University of Waterloo (I)
 Buttrick, Dr John, Professor Emeritus, Economics Department, York University (S)
- Calkins, Dr Peter, Professeur titulaire, Département d'économie rurale, Université Laval (S)
 Cameron, Dr Cynthia, Acting Dean, Faculty of Nursing, University of Manitoba (I)
 Carey, Dr Stephen, Director, Modern Languages, Language Education Department, University of British Columbia (I)
 Carroll, Ray, School of Business Administration, Dalhousie University (I)
 Carter, Dr David, Educational Psychology Department, Okanagan University College, University of Victoria (S)
 Carvalho, Dr Mario, Associate Dean, Faculty of Architecture, University of Manitoba (I)
 Casewell, Dr James, Head, Fine Arts Department, University of British Columbia (I)
 Catania, Dr Peter J., Industrial Systems Engineering, Faculty of Engineering, University of Regina (S)
 Cavanagh, Dr W. Forbes, Administrative Studies Department, Joseph E. Atkinson College, York University (S)
 Cercone, Dr Nicholas, Associate Vice President and Dean, International Liaison Officer, Faculty of Graduate Studies and Research, University of Regina (I)
 Cham, Dr B.N., Political Science Department, Glendon College, York University (I)
 Chan, Dr Dave H., Civil Engineering Department, University of Alberta (S)
 Chan, Dr M.W. Luke, Director, International Programs, School of Business, McMaster University (I)
 Chan, Dr T.H., Vice-Principal Academic, McGill University (I)
 Chang, Dr Jen-Shih, Engineering and Physics Department, McMaster University (S)
 Chang, Dr Philip C., Chair, Finance and Operations Management Department, University of Calgary (I)
 Chanteloup, Dr Bob, International Liaison Officer, University of New Brunswick (I)
 Chao, Dr Chia-Ying Yeh, Professor Emeritus, Asian Studies Department, University of British Columbia (S)
 Charles, Dr Anthony T., Finance and Management Science Department, Saint Mary's University (S)
 Charron, Dr Claude-Yves, Co-Director Academic, Joint Centre for Asia-Pacific Communication Research, Université du Québec à Montréal (I)
 Chaturvedi, Dr M.C., Mechanical and Industrial Engineering Department, University of Manitoba (I)
 Chen, Dr Fan Pen, Visiting Research Fellow, Calgary Institute for Humanities, University of Calgary (S)
 Chen, Dr Hong, Faculty of Commerce and Business Administration, University of British Columbia (S)
 Chen, Dr Jiahua, Statistics and Actuarial Science Department, University of Waterloo (S)
 Chen, Yiji, President, Lanzhou Railway Institute (I)
 Cheung, Dr C. Sherman, School of Business, McMaster University (S)
 Chieng, Dr Sietan, Bio-Resource Engineering Department, University of British Columbia (S)
 Chin, Dr See Leang, Professeur, Département de physique, Université Laval (S)
 Chiu, Gordon, Administrative Officer, CCULP, School for Resource and Environmental Studies, Dalhousie University (I)
 Cho, Dr C.N., Soil Science Department, University of Manitoba (S)
 Choko, Dr Marc H., Professeur titulaire, Département de design, Université du Québec à Montréal (I)
 Chow, Dr Anthony W., Faculty of Medicine, University of British Columbia (S)
 Choy, Dr Patrick, Head, Biochemistry and Molecular Biology Department, Faculty of Medicine, University of Manitoba (I)
 Chrzanowski, Dr Adam, Geodesy and Geomatics Engineering Department, University of New Brunswick (S)
 Chui, Dr Y.H., Faculty of Forestry and Environmental Management, University of New Brunswick (I)
 Cioni, Dr Maria, Director, York International, York University (I)
 Ciria, Alberto, Political Science Department, Simon Fraser University (S)
 Cloutier, Dr Edouard, Directeur, Département de science politique, Université de Montréal (I)

Appendix 1: Interviewees (I) and survey respondents (S) in Canada

- Coe, Dr Richard M., English Department, Simon Fraser University (S)
- Cohen, Dr Roger D.H., Animal and Poultry Science Department, University of Saskatchewan (S)
- Collins, Dr J. Ronald, Dean, School of Business Administration, University of Prince Edward Island (S)
- Conrath, Dr David W., Dean, School of Management, McMaster University (S)
- Cooper, Dr Barry, Political Science Department, University of Calgary (S)
- Copeland, Michael, Economics Department, York University (I)
- Copland, Ann, Project Officer, Office of International Programs, School of Graduate Studies and Research, Queen's University (I)
- Coté, Dr Raymond P., Director, School for Resource and Environmental Studies, Dalhousie University (I)
- Coupland, Dr Robert, Professor (Retired), Crop Science and Plant Ecology Department, University of Saskatchewan (I)
- Courchène, Dr Robert, Acting Director, Second Language Institute, University of Ottawa (I)
- Coutts, Dr Kenneth, School of Human Kinetics, University of British Columbia (S)
- Couture, Dr Jean, Directeur, Département de chirurgies, Faculté de médecine, Université Laval (I)
- Cox, Michael, Dean, Faculty of Architecture, University of Manitoba (I)
- Cribb, Dr Peter, Professor Emeritus, College of Veterinary Medicine, University of Saskatchewan (I)
- Crober, Dr Donald, Chair, Animal Science Department, Nova Scotia Agricultural College (I)
- Crowley, Dr Terry, History Department, University of Guelph (I)
- Crowston, Dr Wallace, Dean, Faculty of Management, McGill University (I)
- Crysler, Lindsay, Journalism Department, Concordia University (I)
- Csorgo, Dr Miklos, Mathematics and Statistics Department, Carleton University (I)
- Currie, Ann, Coordinator, Special Projects, Campion College, University of Regina (I)
- Curtis, Mary Jane, Administrative Supervisor, Ryerson International, Ryerson Polytechnic University (I)
- Dai, Yichun, Program Assistant, China Council for International Cooperation on Environment and Development, Simon Fraser University (I)
- Daniels, Dr Douglas F., Sociology Department, University of Regina (S)
- Davenport, Dr Alan, Director, Boundary Layer Wind Tunnel Laboratory, Faculty of Engineering Science, University of Western Ontario (I)
- Davis, Barbara, Coordinator, M.A. Program in Community Nutrition, Nutritional Sciences Department, Faculty of Medicine, University of Toronto (S)
- Davison, Dr Sydney G., Applied Mathematics Department, University of Waterloo (S)
- Dawe, Dr John, Civil Engineering Department, University of New Brunswick (S)
- Debresson, Dr Christian, École des sciences de la gestion, Université du Québec à Montréal (S)
- Delva, Dr Pierre, (Retired) Faculty of Medicine, Université de Montréal (I)
- Delvecchio, Olga, Manager, Quality Systems Development, Stelco Inc.- Milton Works, c/o McMaster University (S)
- Demers, Francois, Doyen, Faculté des arts, Université Laval (I)
- Deng, Dr S.L., College of Commerce, University of Saskatchewan (I)
- Desrosiers, Richard, Professeur titulaire, Département d'histoire, Université du Québec à Montréal (I)
- DiStefano, Dr Joseph J., Western Business School, University of Western Ontario (S)
- Dimic, Milan V., Modern Languages and Comparative Studies Department, University of Alberta (S)
- Dimick, Dr David, Faculty of Administrative Studies, York University (S)
- Dodds, Dr J. Colin, Vice President Academic and Research, Saint Mary's University (I)
- Dolan, Dr Shimon, École des relations industrielles, Université de Montréal (S)
- Donefer, Dr Eugene, Director (Retired), McGill International, McGill University (I)
- Douad, Dr Patrick, Faculty of Education, University of Regina (S)
- Dozzi, Peter, Civil Engineering Department, University of Alberta (S)
- Dube, Dr Wilfrid M., Faculty of Education, University of Regina (S)
- Ducharme, Dr Jean, Professeur titulaire, Département des sciences, Université du Québec à Montréal (I)
- Dyer, Allan, Computing and Information Science Department, University of Guelph (I)
- Eagle, Robert, Director, Research Services and International Programs, Technical University of Nova Scotia (I)
- Edwards, Dr Nancy, School of Nursing, University of Ottawa (I)
- Egron-Polak, Eva, Vice President, International Relations and Programs, Association of Universities and Colleges of Canada (I)

Academic Relations Between Canada and China 1970-95

- Elliot, Dr James, Dean, Faculty of Agricultural and Food Sciences, University of Manitoba (I)
 Endicott, Dr Stephen, Senior Scholar, History Department, Atkinson College, York University (I)
 Époque, Martine, Directrice, Département de danse, Université du Québec à Montréal (I)
 Epstein, Dr Norman, Professor Emeritus, Chemical Engineering Department, University of British Columbia (S)
 Esling, Dr John H., Linguistics Department, University of Victoria (S)
 Eyford, Dr Glen, CCULP Project Monitor, Canadian International Development Agency (I)
- Farid, Dr A. Hossain, Animal Science Department, Nova Scotia Agricultural College (S)
 Fellman, Dr Michael, History Department, Simon Fraser University (S)
 Feurer, Dr Hanny, Professeur titulaire, Département de linguistique, Université du Québec à Montréal (I)
 Fick, Dr Gordon, Acting Head, Community Health Sciences Department, University of Calgary (I)
 Flattery, Dr Bruce, English Department, York University (I)
 Fleming, Tom, International Grants and Contracts Officer, Research Services, University of Toronto (I)
 Foggin, Dr Peter M., Professeur titulaire, Département de géographie, Université de Montréal (I)
 Fortier, Dr Suzanne, Acting Vice Principal Research and Dean of Graduate Studies, Queen's University (I)
 Foster, Dr Harold D., Geography Department, University of Victoria (S)
 Fowler, Dr David J., Faculty of Administrative Studies, York University (S)
 Framingham, Dr Charles, Agricultural Economics and Farm Management, University of Manitoba (S)
 France, Dr Honoré, Psychological Foundations in Education, University of Victoria (I)
 Fredlund, Dr Delwyn, Civil Engineering Department, University of Saskatchewan (I)
 Frolic, Dr M.B., Political Science Department, York University (I)
 Furedy, Dr Christine, Urban Studies Program, Calumet College, York University (I)
 Fyfe, Dr William, Professor Emeritus, Earth Sciences Department, University of Western Ontario (I)
- Galopin, Dr Michel, Directeur, Département de génie mécanique, Université du Québec à Montréal (I)
 Gamble, Dr Edwin, Professor (Retired), Crop Science Department, Ontario Agricultural College, University of Guelph (I)
 Gandhi, Dr Dev, Finance Department, Faculty of Administration, University of Ottawa (S)
 Ganjavi, Dr Ozhand, Chair, M.B.A. Program, School of Commerce, Laurentian University (S)
 Gaudry, Dr Marc, Professeur titulaire, Département des sciences économiques, Université de Montréal (S)
 Geddes, Elaine, Assistant Dean, Undergraduate Program, Faculty of Business, University of Alberta (I)
 Gendron, Claudette, Institut de formation linguistique, University of Regina (S)
 Gerhard, Wendy, Director, Laurentian International, Laurentian University (I)
 Gewurtz, Dr Margo, Chair, Division of Humanities, York University (S)
 Ghali, Dr Edward, Professeur titulaire, Département de mines et métallurgie, Université Laval (S)
 Gibbins, Dr Michael, Winspear Professor of Professional Accounting, Accounting and Management Systems Department, University of Alberta (S)
 Gilbert, Dr William, Chair, Pure Mathematics Department, University of Waterloo (S)
 Gill, Dr Dhara S., Rural Economy Department, University of Alberta (S)
 Gillespie, Dr Terry, Land Resource Science Department, University of Guelph (I)
 Gilsdorf, Dr William, Chair, Communication Studies Department, Concordia University (S)
 Goldberg, Dr Michael A., Dean, Faculty of Commerce and Business Administration, University of British Columbia (S)
 Gordon, Dr Myron, Professor Emeritus, Director, East Asia Management Program, Faculty of Management, University of Toronto (I)
 Gosselin, Dr Guy, Professeur agrégé, Département de science politique, Université Laval (S)
 Goyer, M. Jean, Premier Conseiller, Service Affaires Publique et Coopération, Québec Delegation in Hong Kong (I)
 Grace, Dr Sherrill E., English Department, University of British Columbia (S)
 Green, Gordon, c/o School of Business, McMaster University (S)
 Grindlay, Dr Andrew, Professor Emeritus, Western Business School, University of Western Ontario (S)
 Grubel, Dr Herbert, Département d'obstétrique et gynécologie, Université Laval (S)
 Guay, Dr Jacques, Professeur titulaire, Département d'information-communication, Université Laval (S)
 Guenter, Dr W., Animal Science Department, Faculty of Agricultural and Food Sciences, University of Manitoba (S)
 Guha, Dr Jayanta, Professeur titulaire, Département des sciences appliquées, Université du Québec à Chicoutimi (I)
 Guidotti, Dr Tee L., Public Health Sciences Department, University of Alberta (S)

Appendix 1: Interviewees (I) and survey respondents (S) in Canada

Guild, Dr Paul, BNR-BC Tel-NSERC/SSHRC Chair, Management Sciences Department, University of Waterloo (I)
 Guindon, Dr Michel, Professeur agrégé, Service de l'enseignement des sciences comptables, École des Hautes Études Commerciales, Université de Montréal (S)

Hackett, Dr Robert, School of Communication, Simon Fraser University (S)
 Hall, Dr Allan E., Mining and Mineral Process Engineering, University of British Columbia (S)
 Hamblin, Dr F.D., Mechanical Engineering Department, Concordia University (I)
 Hamdullahpur, Dr Feridun, Dean, Graduate Studies and Research, Mechanical Engineering Department, Technical University of Nova Scotia (S)
 Hamilton, Robert, Senior Development Officer, China Program, Asia Branch, Canadian International Development Agency (I)
 Hamilton, Dr Stanley W., Faculty of Commerce and Business Administration, University of British Columbia (S)
 Hardwick, Dr Walter G., Geography Department, University of British Columbia (S)
 Hart, Dr William, Associate Director, Centre for Water Resource Studies, Technical University of Nova Scotia (I)
 Harvey, Dr B.L., Head, Crop Science and Plant Ecology, Director, Crop Development Centre, University of Saskatchewan (I)
 Harvey, Dr Brian, Psychological Foundations in Education, University of Victoria (I)
 Haughey, Dr Denis J., c/o Faculty of Education, University of Alberta (S)
 Hayes, Dr Jeremiah F., Electrical and Computer Engineering Department, Concordia University (S)
 Hayhoe, Dr Ruth, Chair, Higher Education Group, Ontario Institute for Studies in Education, University of Toronto (I)
 Haynes, Dr Robert, Distinguished Research Professor Emeritus, Biology Department, York University (I)
 Head, Ivan L., Chair, South-North Studies, Faculty of Law, University of British Columbia (S)
 Heeler, Dr Roger, Faculty of Administrative Studies, York University (I)
 Heinzl, Rudy, Dean, Student Affairs, McMaster University (S)
 Hervouet, Dr Gerard, Professeur titulaire, Institut québécois des hautes études internationales, Université Laval (I)
 Hickcox, Edward, Educational Administration, Ontario Institute for Studies in Education, University of Toronto (S)
 Hipel, Dr Keith, Chair, Systems Design Engineering Department, University of Waterloo (I)
 Ho, Dr Samuel P.S., Economics Department, University of British Columbia (S)
 Holley, Dr Hear, Community Health Sciences Department, University of Calgary (I)
 Howard, Dr Patricia, Communication Department, Simon Fraser University (I)
 Howard, Dr Roger, David Lam Centre for International Communication, Simon Fraser University (I)
 Hsieh, Dr P.C., History Department, University of Regina (I)
 Hsiung, Dr Charles, Director, Naval Architecture Program, Mechanical Engineering Department, Technical University of Nova Scotia (I)
 Huenemann, Dr Ralph W., Centre for Asia-Pacific Initiatives, University of Victoria (I)
 Hume, Dr David, Chair, Crop Science Department, Ontario Agricultural College, University of Guelph (I)
 Hunt, Dr L.A., Crop Science Department, Ontario Agricultural College, University of Guelph (I)
 Huot, Dr Marie-Claire, Professeure titulaire, Centre d'études de l'Asie de l'Est, Université de Montréal (I)
 Hutchings, Murray, Executive Director, University Development, University of Regina (I)

Idziak, Dr Edmund S., Food Science and Agricultural Chemistry Department, McGill University (S)
 Ikawa-Smith, Dr Fumiko, Associate Vice Principal Academic, McGill University (I)
 Iravani, Dr M. Reza, Electrical and Computer Engineering Department, University of Toronto (I)
 Irish, Dr Donald E., Chemistry Department, University of Waterloo (S)
 Ives, Dr Jack, Adjunct Professor, Anthropology Department, University of Alberta (S)

Jaccard, Dr Mark, School of Resource and Environmental Management, Simon Fraser University (S)
 Jackes, Dr Mary, Adjunct Professor, University of Alberta (S)
 Jackson, Dr David, Combinatorics and Optimization Department, University of Waterloo (S)
 Jackson, Dr Jane, Director, TESL Centre, Saint Mary's University (I)
 Jago, Dr Charles, Principal, Huron College, University of Western Ontario (I)
 James, Dr Brian R., Chemistry Department, University of British Columbia (S)
 Jay, Dr Jennifer, History Department, University of Alberta (I)
 Jenkins, Dr John R.G., Graduate School of International Management, Monterey Institute of International Studies (S)

Academic Relations Between Canada and China 1970-95

Jervis, Dr Robert E., Professor Emeritus, Chemical Engineering and Applied Chemistry Department, University of Toronto (I)

Johnson, Dr Carol, (Retired) English Department, York University (S)

Johnson, Dr Graham, Head, Chinese Research Centre, Institute of Asian Research, University of British Columbia (I)

Johnston, Robert M., Deputy Director, China Program, Asia Branch, Canadian International Development Agency (I)

Jol, Dick, Manager, Animal Care Facility, Simon Fraser University (S)

Jones, Dr A. Brian, Faculty of Medicine, University of Alberta (S)

Jones, Dr Marion E., Economics Department, University of Regina (S)

Joshi, Dr Ramesh, Civil Engineering Department, University of Calgary (I)

Julian, Dr Richard, Pathology Department, Ontario Veterinary College, University of Guelph (I)

Julien, Dr Danielle, Professeure titulaire, Département de psychologie, Université du Québec à Montréal (I)

Kang, Dr C. Yong, Dean of Science, Microbiology and Immunology Department, University of Western Ontario (S)

Kawamura, Dr Leslie S., Chair, Religious Studies Department, University of Calgary (S)

Keenan, Dr Frederick, Director, Office of International Academic Affairs, University of Western Ontario (I)

Keith, Dr Ron, Political Science Department, University of Calgary (I)

Kelly, Dr Jack, Psychology Department, Carleton University (I)

Kennedy, Dr George, Director, International Programs, Faculty of Agricultural Sciences, University of British Columbia (I)

Kenney-Wallace, Dr G., President and Vice Chancellor, McMaster University (I)

Kestin, Dr Cyril, Faculty of Education, University of Regina (I)

Khan, Dr Ata, Civil and Environmental Engineering, Carleton University (I)

Kinder, Don, Library, Ryerson Polytechnic University (I)

King, Dr Richard, Counsellor, Cultural and Scientific Affairs, Canadian Embassy, Beijing * (I)

Kirpalani, Dr V.H. Manek, Director, International Exchanges, Faculty of Commerce and Administration, Concordia University (I)

Kisilevsky, Dr Barbara, Faculty of Nursing, Queen's University (I)

Klaassen, Dr David J., Medicine Department, University of British Columbia (S)

Knight, Dr Jane, Director, China Partnership Program, Ryerson International, Ryerson Polytechnic University (I)

Knockaert, Joe, Director, Office of International Cooperation, Simon Fraser University (I)

Koenig, Dr Daniel J., Sociology Department, University of Victoria (I)

Konrad, Abram G., Chair (Retired), Adult Career and Technology Education Department, University of Alberta (I)

Kroeger, Dr Edwin A., Physiology Department, University of Manitoba (S)

Krueger, Dr Peter J., Academic-in-Residence, International Centre, University of Calgary (I)

Kushwaha, Dr R.L., Agricultural and Bioresource Engineering Department, University of Saskatchewan (I)

Lacroix, Dr Robert, Président, Centre interuniversitaire de recherche en analyse des organisations, Université de Montréal (I)

Lajeunesse, Claude, President and CEO, Association of Universities and Colleges of Canada (I)

Lamontagne, Ginette, Director, Government Relations, McGill University (I)

Lamontagne, Dr Jacques, Professeur titulaire, École Nationale d'Administration Publique, Université de Montréal (I)

Langford, Dr Cooper, Vice President, Research, University of Calgary (I)

Laquian, Dr Aprodicio, Director, Centre for Human Settlements, University of British Columbia (I)

Larsen, Valdemar, Manager, Partnership (International and Canadian) Programs, Association of Universities and Colleges of Canada (I)

Lary, Dr Diana, History Department, University of British Columbia (I)

Lasserre, Dr Pierre, Professeur titulaire, Département des sciences économiques, Université du Québec à Montréal (I)

Latt, Dr Richard, Animal Resources Centre, McGill University (S)

Lau, Dr Leo W.M., Materials Engineering Department, Faculty of Engineering Science, University of Western Ontario (I)

Lavallée, Dr H. Claude, Directeur, Centre de recherche en pâtes et papiers, Université du Québec à Trois-Rivières (I)

Appendix 1: Interviewees (I) and survey respondents (S) in Canada

- Lavoie, Michelle, Acting Coordinator, Centre for Canada-Asia Business Relations, School of Business, Queen's University (I)
- Le-Ngoc, Dr Tho, Professor, Electrical and Computer Engineering Department, Concordia University (S)
- Le Blanc, Dr Charles, Directeur, Centre d'études de l'Asie de l'Est, Université de Montréal (I)
- Lea, Dr John, Associate Chair, Mechanical Engineering Department, Ryerson Polytechnic University (S)
- Lee, Dr Donald G., Chemistry Department, University of Regina (S)
- Lee, Roger, Visual Arts Department, University of Regina (S)
- Lee, Dr Y.C., Geodesy and Geomatics Engineering Department, University of New Brunswick (I)
- Lee-Ruff, Dr Edward, Chemistry Department, York University (I)
- Légaré, Jacques, Département de démographie, Université de Montréal (S)
- Lessard, Dr Roger, Professeur titulaire, COPL, Faculté des sciences et de génie, Université Laval (I)
- Lesser, Dr Barry, Associate Director, Lester B. Pearson International and Chair, Economics Department, Dalhousie University (I)
- Leung, Dr Hok-lin, School of Urban and Regional Planning, Queen's University (I)
- Levi, Dr Maurice, Faculty of Commerce and Business Administration, University of British Columbia (S)
- Levin, Malcolm A., Assistant Director (Academic), Ontario Institute for Studies in Education, University of Toronto (S)
- Li, Huan, Visiting Scholar, Faculty of Business, University of Alberta (I)
- Li, Dr Jinyan, Faculty of Law, University of Western Ontario (I)
- Li, Dr Ming, Computer Science Department, University of Waterloo (S)
- Li, Dr Rongxing, Geomatics Engineering Department, University of Calgary (I)
- Li, Yuxiu, Counsellor (Education), Embassy of People's Republic of China in Canada (I)
- Liang, Dr Wenqi, Modern Languages Department, Saint Mary's University (S)
- Liew, Dr C.C., Faculty of Medicine, University of Toronto (I)
- Lin, Dr Jimming, Faculty of Administration, University of Ottawa (S)
- Linsky, Dr Bernard, Philosophy Department, University of Alberta (S)
- Litvack, Dr David S., Marketing Department, Faculty of Administration, University of Ottawa (S)
- Liu, Dr Jian, Statistics Department, University of British Columbia (S)
- Loken, Dr Mark K., Director, Cooperative Program, School of Public Administration, University of Victoria (S)
- Long, Dr Darrel G.F., Earth Sciences Department, Laurentian University (S)
- Love, Dr Edgar J., Community Health Sciences Department, University of Calgary (S)
- Lu, Dr Huan-Zhang, Département des sciences appliquées, Université du Québec à Chicoutimi (S)
- Lu, Shunjing, Visiting Delegate, Lanzhou Railway Institute (I)
- Lu, Dr W.K., Materials Science and Engineering Department, McMaster University (I)
- Luk, Dr Bernard, Joint Centre for Asia Pacific Studies, York University (I)
- Lumsden, Dr David Paul, Anthropology Department, York University (S)
- Lutz, Dr John, History Department, University of Victoria (S)
- Mabley, Dr Bruce, Director, Centre for International Academic Cooperation, Concordia University (I)
- MacDonald, Gregg, Executive Director, External Relations, Simon Fraser University (I)
- MacLean, Dr Leonard, Director, School of Business Administration, Dalhousie University (I)
- MacMillan, Dr Jim, Head, Agricultural Economics & Farm Management Department, Faculty of Agricultural & Food Sciences, University of Manitoba (I)
- Maduro, Dr Morris, Dean, University Extension, University of Regina (S)
- Magnusson, Denis, Faculty of Law, Queen's University (S)
- Maguire, Dr Robert Brien, Computer Science Department, University of Regina (S)
- Manga, Dr Pran, Health Administration Program, University of Ottawa (S)
- Marquardt, Dr Ronald, Animal Science Department, University of Manitoba (I)
- Martin, Richard, Senior Program Manager, International Higher Education Division, Department of Foreign Affairs and International Trade, Government of Canada (I)
- Mars, Dr David, Physiology Department, University of British Columbia (S)
- Matsuura, Dr Takeshi, Director, Industrial Membrane Research Institute, Faculty of Engineering, University of Ottawa (I)
- McAuley, Dr Alexander, Associate Vice President, Research, University of Victoria (I)
- McCue, Robert, Manager, China Programme, World University Service of Canada (I)
- McDonald, Rae, Information Officer, Alberta International, University of Alberta (I)

Academic Relations Between Canada and China 1970-95

- McGee, Dr Terry G., Director, Institute of Asian Research, University of British Columbia (S)
- McLean, Dr A., Chair, Metallurgy and Materials Science Department, University of Toronto (S)
- McMillan, Dr Ian, Animal and Poultry Science Department, Ontario Agricultural College, University of Guelph (S)
- McNutt, Dr Robert, Dean, Faculty of Science, McMaster University (I)
- McWhinney, Ted, c/o Faculty of Law, University of British Columbia (S)
- Mendelson, Dr Rena A., School of Nutrition, Consumer and Family Studies, Ryerson Polytechnic University (I)
- Millette, Dr Bernard, Directeur, Département de médecine familiale, Faculté de médecine, Université de Montréal (I)
- Miner, Dr Rick, Vice President (Saint John), University of New Brunswick (I)
- Ming, Dr Rao, Director, Intelligence Engineering Laboratory, Chemical Engineering and Computing Science Depts., University of Alberta (I)
- Minuk, Dr G.Y., Faculty of Medicine, University of Manitoba (S)
- Mitchell, Dr Bruce, Geography Department, University of Waterloo (S)
- Mitchell, Ken, Chair, English Department, University of Regina (I)
- Mitchell, Dr Peter, History Department, York University (I)
- Monière, Dr Denis, Directeur, Département de science politique, Université de Montréal (I)
- Montgomerie, Dr Craig, Division of Technology in Education, University of Alberta (S)
- Moore, Dr Larry F., Faculty of Commerce and Business Administration, University of British Columbia (S)
- Morales-Mann, Linda, School of Nursing, University of Ottawa (S)
- Moreau, Lisa, Project Manager, Canada-China Cooperation Support Unit, Canadian Embassy, Beijing * (I)
- Morgenstern, Dr Norbert R., Chair, Civil Engineering Department, University of Alberta (S)
- Morrison, Dr James, Coordinator, Asian Studies, History Department, Saint Mary's University (I)
- Morrow, Doris, Research and International Liaison Officer, Faculty of Graduate Studies and Research, University of Regina (I)
- Mullin, Dr Ron, Combinatorics and Optimization Department, University of Waterloo (S)
- Murphy, Dr Peter J., Professor Emeritus, Renewable Resources Department, University of Alberta (S)
- Murray, Dr Alex, Faculty of Environmental Studies, York University (I)
- Musella, Dr Donald, Educational Administration, Ontario Institute for Studies in Education, University of Toronto (S)
- Nagatani, Dr Keizo, Economics Department, University of British Columbia (S)
- Nason, Libby, Vice-Provost, University of British Columbia (I)
- Neilson, William, Director, Centre for Asia-Pacific Initiatives, University of Victoria (I)
- Neis, Dr Vernon V., Professor Emeritus, Civil Engineering Department, University of Saskatchewan (S)
- Nesbitt, Ruth, Acting Director, Ryerson International, Ryerson Polytechnic University (I)
- Neville, William, Director, University of Manitoba International, University of Manitoba (I)
- Newman, Dr Elaine B., Biology Department, Concordia University (I)
- Ng, Dr C.T., Pure Mathematics Department, University of Waterloo (S)
- Ng, Dr Ignace, Coordinator, International Exchange, School of Business, University of Victoria (I)
- Niosi, Dr Jorge, Directeur, Centre interuniversitaire de recherche sur la science et la technologie (CIRST), Université du Québec à Montréal (I)
- Noumoff, Dr Samuel J., Director, Centre for Developing Area Studies, McGill University (I)
- Nowak, Dr Jerzy, Plant Science Department, Nova Scotia Agricultural College (I)
- O'Neill, Pauline, International Programs Manager, University of Waterloo (I)
- Oh, Dr Kang-nam, Religious Studies Program, University of Regina (S)
- Olney, Dr Sandra J., School of Rehabilitation Therapy, Queen's University (S)
- Orloci, Dr Laszlo, Plant Sciences Department, University of Western Ontario (S)
- Otis, Dr Gard W., Environmental Biology Department, University of Guelph (S)
- Owen, Dr Edward E., Professor Emeritus, Faculty of Education, University of Victoria (I)
- Packer, Dr Tanya L., Division of Occupational rapy, School of Rehabilitation Therapy, Queen's University (S)
- Palmer, Dr David, Counselling and Career Services, McMaster University (S)
- Pan, Julia, Graduate Student, Higher Education Group, Ontario Institute for Studies in Education, University of Toronto (I)
- Panet-Raymond, Antoine J., Visiting Professor, Service de l'enseignement du marketing, École des Hautes Études

Appendix 1: Interviewees (I) and survey respondents (S) in Canada

- Commerciales, Université de Montréal (S)
 Papai, Pierrette, School of Nursing, University of Ottawa (S)
 Paper, Dr Jordan, Humanities Department, York University (I)
 Paponnet-Cantat, Dr C., ILO/FOCAL-Atlantic Director, International Liaison Office, University of New Brunswick (I)
 Parsons, Bruce, Visual Arts Department, York University (I)
 Parsons, Dr Timothy R., Professor Emeritus, Oceanography Department, University of British Columbia (S)
 Patchett, Dr Barry M., NOVA Professor of Welding, Mining, Metallurgy and Petroleum Engineering Dept, University of Alberta (S)
 Pearse, Dr Peter H., Forest Resources Management Department, University of British Columbia (S)
 Pearson, Dr Richard, Anthropology and Sociology Department, University of British Columbia (S)
 Pei, Dr David, Chemical Engineering Department, University of Waterloo (I)
 Pelton, Dr Arthur, Co-Directeur, Centre de Recherche en Calcul Thermochimique, École Polytechnique de Montréal, Université de Montréal (I)
 Penny, Gloria, Coordinator, International Centre, Nova Scotia Agricultural College (I)
 Peter, Dr Richard E., Dean of Science, University of Alberta (S)
 Pfeiffer, Dr Wayne, Agricultural Economics and Business Department, University of Guelph (I)
 Pickard, Dr Garth, Coordinator, Professional Development, International Projects, Faculty of Education, University of Regina (I)
 Plotkin, Dr Eugene I., Electrical and Computer Engineering Department, Concordia University (S)
 Poon, Dr Man-Chiu, Head, Division of Hematology and Hematologic Malignancies, University of Calgary (S)
 Poon, Dr Vincent, c/o Faculty of Medicine, University of Toronto (I)
 Popkin, Dr D.R., Dean, College of Medicine, University of Saskatchewan (I)
 Potter, Dr Pitman, Director, Chinese Legal Studies, Faculty of Law, University of British Columbia (I)
 Potvin, Dr Pierre, Professeur titulaire, Département de physiologie, Faculté de médecine, Université Laval (S)
 Pouyez, Dr Christian, Director, International and Canadian Programs, Association of Universities and Colleges of Canada (I)
 Pow, Patrick, Director, Instructional Technology Centre, York University (I)
 Prentice, Dr Barry E., Agricultural Economics Department, University of Manitoba (S)
 Prichard, Dr Roger, Institute of Parasitology, McGill University (I)
 Provost, Dr Marcel, Faculté de Médecine, Université de Montréal (S)
 Punnett, Dr Betty Jane, Faculty of Business Administration, University of Windsor (S)
 Purdy, Dr Gary R., Materials Science and Engineering Department, McMaster University (S)
- Radford, Bill, Director, International Centre, Nova Scotia Agricultural College (I)
 Randall, Dr David, Associate Dean, Graduate Studies, University of British Columbia (S)
 Raudsepp, Dr Enn, Director, Journalism Department, Concordia University (I)
 Reader, Dr Graham, Chair, Mechanical Engineering Dept, University of Calgary (S)
 Redmann, Dr Robert, Crop Science and Plant Ecology Department, University of Saskatchewan (I)
 Richert, Dr George, President, Menno Simons College, University of Winnipeg (I)
 Ripley, Earle, Crop Science and Plant Ecology, University of Saskatchewan (I)
 Robert, Dr Jean, Professeur de Clinique (Chirurgie générale), Département de Chirurgie, Université Laval (S)
 Roberts, Dr Joseph K., Political Science Department, University of Regina (S)
 Robertson, Dr J.A., Professor Emeritus, Renewable Resources Department, University of Alberta (S)
 Rodee, Pat, Acting Director, Lester B. Pearson International, Dalhousie University (I)
 Rohani, Dr Sohrab, Chemical Engineering Department, University of Saskatchewan (S)
 Rousell, Dr Don H., Earth Sciences Department, Laurentian University (S)
 Roy, Dr Michel, Responsable, Oncologie-Gynécologie, Département de gynécologie-obstétrique, Université Laval (S)
 Rozanski, Dr Mordechai, President and Vice-Chancellor, University of Guelph (I)
 Rubin, Don, Theatre Arts Department, York University (I)
 Rubrecht, Pens, Director, English as a Second Language Centre, Campion College, University of Regina (I)
 Rutter, Dr N.W., Earth and Atmospheric Sciences Department, University of Alberta (S)
 Ryall, Dr Patrick J., Chair, Earth Sciences Department, Dalhousie University (I)
- Sallesse, Dr Christian, Professeur titulaire, Centre de recherche en photobiophysique, Université du Québec à Trois

Academic Relations Between Canada and China 1970-95

Rivières (I)

Sanders, Douglas, Faculty of Law, University of British Columbia (S)

Sanderson, Dr Marie, Director, Water Network, Geography Department, University of Waterloo (S)

Sarkar, Dr Asit, Director, University of Saskatchewan International, University of Saskatchewan (I)

Schofield, Dr John A., Associate Vice President Academic and International Liaison Officer, University of Victoria (I)

Schwass, Dr Roger, Faculty of Environmental Studies, York University (I)

Schwind, Dr Hermann, Chair, Management Department, Saint Mary's University (I)

Seguin, Lisa, Coordinator, TTS and Evaluator, China Programme, World University Service of Canada (I)

Séguin-Dulude, Dr Louise, Professeur titulaire, Institut d'économie appliquée, École des Hautes Études

Commerciales, Université de Montréal (I)

Shantz, Graham, Trade Commissioner, China Division (PRC), Department of Foreign Affairs and International Trade, Government of Canada (I)

Shute, Dr James, Director, Centre for International Programs, University of Guelph (I)

Shyu, Dr Larry, History Department, University of New Brunswick (I)

Sicular, Dr Terry, Economics Department, University of Western Ontario (S)

Silvers, Dr Ronald, Sociology Department, Ontario Institute for Studies in Education, University of Toronto (S)

Simpson, Dr Graham M., Crop Science and Plant Ecology Department, University of Saskatchewan (S)

Sinclair, Dr Alastair J., Director, Geological Engineering, Geological Sciences Department, University of British Columbia (S)

Singer, Dr Sharon Manson, Centre for Human Settlements, University of British Columbia (I)

Slinkard, Dr Al, Crop Development Centre, University of Saskatchewan (S)

Small, Dr Jim M., Professor Emeritus, Educational Policy Studies Department, University of Alberta (S)

Small, William W., Former Vice President, York University (I)

Smart, Dr Alan, Anthropology Department, University of Calgary (I)

Smart, Dr P.L. Josephine, Anthropology Department, University of Calgary (I)

Smeltzer, Dr Walter W., Professor Emeritus, Materials Science and Engineering Department, McMaster University (S)

Smith, Ann, Instructor, TESL Centre, Saint Mary's University (I)

Smith, Kent, First Secretary, Development, Canadian Embassy, Beijing * (I)

Smith, C. Lynn, Dean, Faculty of Law, University of British Columbia (I)

Smith, Dr James, Chair, Chemical Engineering and Applied Chemistry, University of Toronto (I)

Somers, Maureen, Director of Executive Programs, College of Commerce, University of Saskatchewan (S)

Song, Dr Yijun, Associate, Ryerson International, Ryerson Polytechnic University (I)

Speake, Kathleen, Canada/China Consultant, World University Service of Canada (I)

Sperling, Gerald, Head, Political Science Department, University of Regina (I)

Sproul, Larry, Director, International Liaison, University of British Columbia (I)

St-Amand, Sylvain, Director, Development Program, Centre for International Management Studies, Faculty of Management, McGill University (I)

Stonechild, Blair, Executive Director, Planning and Development, Saskatchewan Indian Federated College, University of Regina (S)

Storey, Dr Ronald, Dean, Faculty of Administration, University of New Brunswick (I)

Stoskopf, Dr Neal, Professor (Retired), Crop Science Department, Ontario Agriculture College, University of Guelph (I)

Strate, Grant, Professor Emeritus, School for Contemporary Arts, Simon Fraser University (S)

Sziklai, Dr Oscar, Professor Emeritus, Forest Sciences Department, University of British Columbia (I)

Tague-Sutcliffe, Dr Jean, Dean, Library and Information Science, University of Western Ontario (I)

Tan, Dr K.C., Geography Department, College of Social Science, University of Guelph (I)

Tang, Dr Tao, Mathematics and Statistics Department, Simon Fraser University (S)

Tang, Dr Wei-Pai, Computer Science Department, University of Waterloo (S)

Tang, Zhonghua, First Secretary (Education), Embassy of People's Republic of China in Canada (I)

Tanguay, Dr Robert M., Professeur titulaire, Département de médecine (génétique), Université Laval (S)

Taylor, Dr D.R. Fraser, Assistant Vice President International, Carleton University (I)

Taylor, Heidi, Manager, International Projects Office, Saint Mary's University (I)

Taylor, Dr S. Martin, Acting Vice President Research, McMaster University, (I)

Appendix 1: Interviewees (I) and survey respondents (S) in Canada

- Taylor, Dr William D., Biology Department, University of Waterloo (S)
 Thomas, Dr Hugh, School of Business, McMaster University (S)
 Thomlison, Dr Ray, Dean, Faculty of Social Work, University of Calgary (S)
 Thompson, Dr Donald, Faculty of Administrative Studies, York University (S)
 Thulasiraman, Dr K., Electrical and Computer Engineering Department, Concordia University (S)
 Thurtell, Dr George, Land Resource Science Department, University of Guelph (I)
 Tombalakian, Dr Artin S., Professor Emeritus, School of Engineering, Laurentian University (S)
 Tombalakian, Mary K. c/o Laurentian University (S)
 Tomkins, Dr R. James, Mathematics and Statistics Department, University of Regina (S)
 Toth, Dr Jozsef, Professor, Earth and Atmospheric Sciences Department, University of Alberta (S)
 Townsend-Gault, Dr Ian, Director, Centre for Asian Legal Studies, Faculty of Law, University of British Columbia (I)
 Tremblay, France, International Programs Officer, International and Canadian Programs Division, Association of Universities and Colleges of Canada (I)
 Trotter, Dr Donald, School of Engineering, Laurentian University (S)
 Truscott, Dr William G., School of Business, McMaster University (S)
 Tse, Dr Hau Sing, Minister-Counsellor, Development, Canadian Embassy, Beijing * (I)
- Upfold, Rick, Extension Coordinator, Crop Science Department, Ontario Agricultural College, University of Guelph (I)
- Van Peterssen, Dr Alain, Professeur titulaire, CETAI, École des Hautes Études Commerciales, Université de Montréal (I)
 Vanderstoep, Dr John, Chair, Food Science Department, University of British Columbia (S)
 Vercammen, Dr James, Van Vliet Research Chair, University of Saskatchewan/Agricultural Economics Department, University of British Columbia (S)
 Verma, Dr Savita, Faculty of Administrative Studies, York University (S)
 Vertinsky, Dr Ilan, Director, Centre for International Business Studies, University of British Columbia (S)
 Villemure, Dr Jacqueline, Chargé de cours, École nationale d'administration publique, Université de Montréal (I)
- Waldron, Dr Mark, Rural Extension Studies, Ontario Agricultural College, University of Guelph (I)
 Walls, Dr Jan, Director, David Lam Centre for International Communication, Simon Fraser University (I)
 Wang, Dr Shouhang, Faculty of Business, University of New Brunswick (I)
 Wang, Dr Shuguang, School of Applied Geography, Ryerson Polytechnic University (I)
 Wang, Dr Zhiyuan, Chemistry Department, Carleton University (I)
 Ward, Dr Owen P., Biology Department, University of Waterloo (S)
 Warren, C. Peter W., Associate Dean, Undergraduate Education, Faculty of Medicine, University of Manitoba (S)
 Waterhouse, Dr John, Director, School of Accountancy, University of Waterloo (S)
 Watt, Dr David L.E., Curriculum and Instruction Coordinator, English as a Second Language, University of Calgary (S)
 Wedley, Dr William C., Faculty of Business Administration, Simon Fraser University (S)
 Weetman, Dr Gordon F., Forest Sciences Department, Faculty of Forestry, University of British Columbia (S)
 Wegner, Monica, Manager, Business, Faculty of Business, University of Alberta (I)
 Wehrung, Dr Donald, Faculty of Commerce and Business Administration, University of British Columbia (S)
 Wei, Dr Jason, College of Commerce, University of Saskatchewan (S)
 Weinberg, Dr Fred, Professor Emeritus, Metals and Materials Engineering Department, University of British Columbia (S)
 Weir, Doug, Coordinator of Services, International Centre, University of Alberta (I)
 Wells, Dr Donald, President and Vice-Chancellor, University of Regina (I)
 Westlake, Dr John, Program Administrator, Cooperative Education, Cooperative Education and Career Services, University of Waterloo (I)
 White, Dr Clinton O., Professor Emeritus, History Department, Campion College, University of Regina (S)
 Whitmore, Dr G.A., Professor, Management Science Department, McGill University (S)
 Wiebe, Dr Leonard I., Associate Dean, Research, Pharmacy and Pharmaceutical Sciences, University of Alberta (S)
 Wilcox, Dr Jim, English Department, Carleton University (S)
 Wilson, Dr Frank, Vice President, Office of Research and International Cooperation, University of New Brunswick

Academic Relations Between Canada and China 1970-95

(I)

- Winch, Susan, Program Officer, CCULP, International and Canadian Programs, Association of Universities and Colleges of Canada (I)
- Wolf, Dr Bernard M., Economics Department, Faculty of Administrative Studies, York University (S)
- Wolkowicz, Dr Henry, Combinatorics and Optimization Department, University of Waterloo (S)
- Wong, Grace, Assistant Dean of International Programs, Faculty of Commerce and Business Administration, University of British Columbia (I)
- Wong, Dr Norman L.M., Director, Experimental Medicine, Faculty of Medicine, University of British Columbia (S)
- Woon, Dr Yuen-fong, Pacific and Asian Studies Department, University of Victoria (S)
- Wu, Thomas, International Liaison Officer, University of Toronto (I)
-
- Xie, Dr Jia Lin, Division of Management and Economics, Scarborough College, University of Toronto (S)
- Xie, Jim, Faculty of Business, University of Alberta (I)
- Xu, Dr Daniel, Economics Department, Huron College, University of Western Ontario (I)
- Xu, Dr Gu, Materials Science and Engineering Department, McMaster University (S)
- Xu, Dr Kuan, Economics Department, Dalhousie University (I)
- Xu, Dr Yingfeng, Economics Department, University of Alberta (S)
-
- Yates, Dr Robin, Director, Centre for East Asian Studies, McGill University (I)
- Yeh, Dr Martin, Professor (Retired), Agricultural Economics Department, University of Manitoba (I)
- Yip, Dr P.C., Mathematics and Statistics Department, McMaster University (S)
- Young, Dr Morgan, Chair, Pacific and Asian Studies, University of Victoria (I)
- Yu, Wayne, Graduate Student, Faculty of Business, University of Alberta (I)
- Yu, Dr Weiqiu, Economics Department, University of New Brunswick (I)
- Yu, Zhihong, Visiting Scholar, Faculty of Business, University of Alberta (I)
- Yuan, Dr Yufei, School of Business, McMaster University (S)
-
- Zaccour, Dr Georges, Directeur, Marketing, École des Hautes Études Commerciales, Université de Montréal (S)
- Zhan, Dr Su, Professeur agrégé, Département de management en sciences administratives, Université Laval (S)
- Zheng, Dr Yenyong, Chemistry Department, University of British Columbia (S)
- Zhu, Ning S., Graduate Student, Faculty of Education, University of Calgary (I)

Note: This list includes four Canadian government officials interviewed at the Canadian Embassy in Beijing.

Appendix 2: Canadian interviewees and respondents by home province, specialization, gender and home institution

Table 1

Home province of interviewees and respondents			
Province	Interviews	Surveys	Total
British Columbia	33	61	94
Alberta	26	34	60
Saskatchewan	23	24	47
Manitoba	11	9	20
Ontario	107	79	186
Quebec	56	32	88
New Brunswick	10	3	13
Nova Scotia	23	5	28
Prince Edward Island	0	1	1
Total	289	248	537

Table 2

Area of specialization of interviewees and respondents			
Specialization	Interviews	Surveys	Total
Administration	59	3	62
Agriculture	22	18	40
Arts	40	50	90
Asia	35	10	45
Education	13	10	23
Engineering	25	30	55
Environment	4	2	6
Fine Arts	3	2	5
Forestry	2	2	4
Government	8	0	8
Health	15	26	41
Law	3	5	8
Management	25	46	71
Miscellaneous	6	2	8
Nongovernmental	10	0	10
Sciences	19	42	61
Total	289	248	537

Table 3

Gender of interviewees and respondents			
Gender	Interviews	Surveys	Total
Female	60	24	84
Male	229	200	429
Unknown	0	24	24
Total	289	248	537

Table 4

Number of interviewees and respondents by university			
University	Interviews	Surveys	Total
Carleton University	5	1	6
Concordia University	6	5	11
Dalhousie University	9	0	9
Laurentian University of Sudbury	1	6	7
McGill University	12	4	16
McMaster University	5	16	21
Nova Scotia Agricultural College	4	1	5
Queen's University at Kingston	5	4	9
Ryerson Polytechnic University	10	1	11
Saint Mary's University	6	3	9
Simon Fraser University	6	11	17
Technical University of Nova Scotia	4	1	5
Université de Montréal	15	7	22
Université du Québec à Chicoutimi	1	1	2
Université du Québec à Montréal	11	2	13
Université du Québec à Trois Rivières	2	0	2
Université Laval	5	13	18
Université de Moncton	0	1	1
University of Alberta	13	25	38
University of British Columbia	15	41	56
University of Calgary	12	9	21
University of Guelph	16	3	19
University of Manitoba	10	9	19
University of New Brunswick	10	2	12
University of Ottawa	3	6	9
University of Prince Edward Island	0	1	1
University of Regina	12	16	28
University of Saskatchewan	11	8	19
University of Toronto	12	8	20
University of Victoria	12	9	21
University of Waterloo	6	17	23
University of Western Ontario	9	6	15
University of Windsor	0	1	1
University of Winnipeg	1	0	1
Wilfrid Laurier University	0	1	1
York University	21	9	30
Total	270	248	518

Table 5

Interviewees at other organizations	
Organization	Interviews
Association of Universities and Colleges of Canada	6
Canadian International Development Agency	4
Department of Foreign Affairs & International Trade	2
Embassy of the People's Republic of China	2
Gouvernement du Québec	1
World University Service of Canada	4
Total	19

Appendix 3: Interview questions for Canadian academics

1. Please provide an autobiographical sketch (including where and when you received your advanced degrees, your fields of specialization, your arrival and current position in your home institution, and the evolution of your academic involvement in China).
2. Please briefly describe the nature of your academic involvement with China (time frame, type of project, objectives and main activities).
3. Please evaluate the strengths and weaknesses of your academic exchange experience with China (including the impact on you, your institution, and your Chinese partners).
4. Do you have any comments about the overall development of Canadian/Chinese academic relations over the past 25 years?
5. Do you have any specific recommendations for future academic cooperation between Canada and China?
6. Do you have any other comments?

Appendix 4: Letters and surveys for Canadian academics

October 16, 1995

Dear

Warmest greetings from Montreal!

I am writing to you today because you have been identified as a Canadian professor who has been actively involved in academic exchanges with China.

You may already be aware that we are approaching the twenty-fifth anniversary of diplomatic relations between China and Canada. To mark the occasion, the Association of Universities and Colleges of Canada (AUCC) has asked me to undertake a research project on "Academic Relations between Canada and China Since 1970." The project is being funded by the Canadian International Development Agency (CIDA) through the Canada/China University Linkage Program (CCULP) and is being conducted in cooperation with the State Education Commission of China (SEDC).

This research project is intended to build on my earlier study *Canadian Academic Relations with the People's Republic of China Since 1970* which was published by the International Development Research Centre in 1986. It is designed to provide an updated historical survey and analysis of the past experience and present state of academic relations between Canada and China, as well as recommendations for the future development of those relations. The final report will also be published by AUCC and distributed in Canada and China in cooperation with SEDC.

In the first phase of the project, in-person interviews were conducted with a cross-section of more than 250 Canadian colleagues on 30 university campuses in Canada and with 125 Chinese colleagues on 21 university campuses in China. The second phase of the project includes the distribution of two written surveys, one of Canadian academics and the other of Chinese academics who have participated in academic cooperation between the two countries. For the survey of Chinese academics, I have identified 60 Chinese institutions which have been most active in academic exchanges with Canada. Working in cooperation with SEDC and Southeast University in Nanjing, I have received more than 200 written responses from Chinese academics who have returned to China from advanced study and/or research in Canada. With the assistance of Canadian university International Liaison Officers and executing agencies that have been operating CIDA-funded China projects during the past decade, I have also compiled a list of Canadian colleagues such as yourself who have been most active in academic exchanges with China.

In light of the above, I am asking you to take the time to complete the attached survey. I know from my previous work that academic exchange participants have both valuable experience and important insights, which I assure you will be treated confidentially and used anonymously. The project cannot succeed without your help and I am therefore grateful for your participation. I would like to receive the completed surveys no later than November 15, 1995. They may be returned to me in the enclosed self-addressed postage-paid envelope or you may respond by fax or E-mail at the addresses provided below.

I thank you in advance for your assistance and look forward to hearing from you in the near future.

Sincerely yours,

Martin Singer
Acting Chair, Department of History and
Director, Canada/China Academic Relations Research Project

Address:
Department of History
Concordia University
1455 de Maisonneuve W.
Montreal, Québec H3G 9Z9
Tel: 514-848-2409
Fax: 514-848-4537
E-mail: msinger@vax2.concordia.ca

**Canada/China Academic Relations Research Project
Survey of Canadian Academics**

Name: _____
Department: _____
University: _____
Mailing Address: _____
Telephone: _____
Fax: _____
E-mail: _____

1. Please provide an autobiographical sketch (including where and when you received your advanced degrees, your fields of specialization and your arrival at and current position in your home institution).
2. Please briefly describe the nature of your academic involvement with China (time frame, type of project, objectives and main activities).
3. Please evaluate the strengths and weaknesses of your academic exchange experience with China (including the impact on you, your institution and your Chinese partner).
4. Do you have any comments about the overall development of Canadian/Chinese academic relations over the past twenty-five years?
5. Do you have any specific recommendations for future academic cooperation between Canada and China?
6. Do you have any other comments?

Add additional sheets if necessary.

le 20ième octobre 1995

Cher collègue:

Beau bonjour de Montréal !

Je vous salue aujourd'hui car vous avez été identifié comme professeur ayant eu des relations académiques avec la Chine.

Vous savez peut-être que nous approchons le vingt-cinquième anniversaire des relations diplomatiques entre le Canada et la Chine. Pour marquer l'occasion, l'Association des Universités et Collèges du Canada (AUCC) m'a demandé d'effectuer une recherche sur "Les relations académiques du Canada avec la Chine depuis 1970." Le projet est financé par l'Agence Canadienne de Développement International (ACDI) par le biais du Programme sino-canadien de jumelage universitaire (PSCJU) et fait en collaboration avec la Commission nationale d'éducation (CNE) de la Chine.

Ce projet de recherche a l'intention de contribuer au prolongement de mon étude *Les relations universitaires du Canada avec la République Populaire de Chine depuis 1970* publiée en 1986 par le Centre de Recherche en Développement International (CRDI). Ce projet procurera un survol historique mis à jour et analysera les expériences passées ainsi que l'état présent des relations académiques entre le Canada et la Chine en plus de conseiller le développement futur de ces relations. Le rapport final sera lui aussi publié par l'AUCC et distribué au Canada et en Chine en collaboration avec la CNE.

Dans la première phase du projet, des entrevues furent conduites avec plus de 250 collègues canadiens dans 30 campus universitaires du Canada et 125 collègues chinois dans 21 campus universitaires en Chine. La deuxième phase du projet comprend la distribution de deux questionnaires, un sur les universitaires canadiens et l'autre sur les universitaires chinois ayant participé aux échanges académiques entre les deux pays. Pour le sondage du côté chinois, j'ai identifié 60 institutions chinoises qui furent les plus actives académiquement avec le Canada. En travaillant avec la CNE et l'Université du Sud-est de Nanjing, j'ai reçu plus de 200 réponses d'universitaires chinois qui sont retournés en Chine après avoir suivi des études supérieures et/ou recherches au Canada. Avec l'aide des agents de liaison des bureaux internationaux des universités canadiennes et des agences agissant sous les auspices de projet en Chine financé par l'ACDI depuis dix ans, j'ai compilé une liste de collègues canadiens, tel que vous, qui ont été actifs dans les relations universitaires avec la Chine.

A la suite de ce qui a déjà été dit, je vous demande de prendre le temps de remplir ce questionnaire. Je sais de mes travaux antérieurs que les participants d'échange académique ont une expérience précieuse et un discernement important qui, je vous assure, seront traités confidentiellement et utilisé anonymement. Le projet ne peut réussir sans votre aide et je vous remercie de votre participation. J'aimerais que les questionnaires soient retournés au plus tard le 20 novembre 1995. Vous pouvez retourner le questionnaire avec l'enveloppe pré-adressée incluse ou bien répondre par télécopieur ou courrier électronique à l'adresse ci-dessous.

En vous remerciant à l'avance de votre assistance, j'espère, dans les jours prochains, entendre de vous, et je vous prie de croire à l'expression de mes sentiments les meilleurs.

Martin Singer, Ph. D.
Directeur du Département d'histoire et du
Projet de recherche sur les relations académiques Canada/Chine

Adresse:
Département d'histoire
Université Concordia
1455 de Maisonneuve ouest
Montréal, Québec H3G 9Z9
Téléphone: 514-848-2409
Télécopieur: 514-848-4537
Courrier électronique: msinger@vax2.concordia.ca

**Projet de recherche sur les relations académiques Canada/Chine
Sondage des chercheurs canadiens**

Nom _____
Département _____
Université _____
Adresse _____
Téléphone _____
Télécopier _____
Courier électronique _____

1. Veuillez nous donner un résumé autobiographique (incluant où et quand vous avez suivi vos études supérieures, votre champs de spécialisation, votre date d'arrivée et votre position au sein de votre institution).
2. Veuillez décrire brièvement la nature de votre engagement académique avec la Chine (la durée, le type de projet, ses objectifs et ses activités principales).
3. Pouvez-vous évaluer les forces et faiblesses de votre échange académique (incluant l'impact sur vous, votre institution et vos partenaires chinois).
4. Avez-vous des commentaires sur le développement global des relations académiques Canada-Chine depuis vingt-cinq ans ?
5. Avez-vous des recommandations spécifiques sur la coopération académique future entre le Canada et la Chine?
6. Avez-vous d'autres commentaires ?

Appendix 5: Interviewees (I) and survey respondents (S) in China

- Bai Tongshuo, Vice President, Shanghai Jiaotong University (I)
 Bai Yubai, Professor, Chemistry Dept., Jilin University (I)
 Bai Zhensheng, Deputy Dean, College of Ethnological Studies, Central University for Nationalities (I)
 Bi Zhaonian, Professor, School of Economics and Management, Tsinghua University (S)
 Bing Guide, Vice-Chairman, Chemistry Dept., Jilin University (I)
- Cai Defu, Vice President, Textile Institute, Shanghai Engineering and Science University (S)
 Cai Kunbao, Associate Professor, Electrical Engineering Dept., Chongqing University (S)
 Cai Meiying, Professor, Immunology Dept., West China University of Medical Sciences (S)
 Cai Qiangguo, Professor, Institute of Geography, Chinese Academy of Sciences (I)
 Cai Qingwu, Associate Professor, Metal Forming Dept., Beijing University of Science and Technology (I)
 Cai Yunlong, Director, Physical Geography Section, Geography Dept., Beijing University (I)
 Cao Deming, Département de français, Shanghai International Studies University (I)
 Cao Lina, Dean, Textile Engineering Dept., Shanghai Engineering and Science University (S)
 Cen Kefa, Director, Thermal Power Engineering Institute, Zhejiang University (S)
 Chan Jicheng, Professor, Mathematics Dept., Zhongshan University (S)
 Chang Jiazhong, President, Jilin Educational Institute (I)
 Chao Yonglie, Professor, College of Stomatology, West China University of Medical Sciences (S)
 Chen Chuntian, Deputy Director, International Cooperation Office, Norman Bethune University of Medical Sciences (I)
 Chen Daxing, Professor, Foreign Languages Dept., Beijing Normal University (I)
 Chen Gong, Associate Professor, Finance and Banking Dept., Xiamen University (S)
 Chen Guoxue, Associate Professor, Mechanical Engineering Dept., Tsinghua University (S)
 Chen Hansheng, Associate Professor and Vice Dean, English Dept., Shanghai International Studies University (S)
 Chen Huanran, Associate Professor, Foreign Languages Dept., East China Normal University (S)
 Chen Jie, Agricultural Engineering Dept., Jilin Agricultural University (S)
 Chen Jiefang, Assistant President Academic and Director, Cooperative Education, Shanghai Engineering and Science University (I)
 Chen Linhua, Professor, College of Foreign Languages, Director, Canadian Studies Centre and Supervisor, TOEFL Centre, Jilin University (I)
 Chen Meijuan, Interpreter, International Affairs Dept., Beijing University of Science and Technology (I)
 Chen Qilin, Associate Professor, Economics Dept., Xiamen University (S)
 Chen Rongqiu, Dean, College of Business and Management, Huazhong University of Science and Technology (I)
 Chen Shude, Vice Chair and Associate Professor, Physics Dept., East China Normal University (S)
 Chen Xiaoyue, Associate Professor, School of Economics and Management, Tsinghua University (S)
 Chen Yanping, Program Officer, Foreign Affairs Office, Northeast Normal University (I)
 Chen Yuanyao, President, Norman Bethune University of Medical Sciences (I)
 Chen Zhanglong, Fudan University (S)
 Cheng Leming, Thermal Power Engineering Institute, Zhejiang University (S)
 Cheng Musheng, Professor, Foreign Languages Dept., Tsinghua University (S)
 Cheng Shixin, Professor, National Communications Research Laboratory, Southeast University (S)
 Cheng Shuan, Associate Professor, Nanjing (S)
 Cui Guowen, Director, Centre for Overseas Academic and Cultural Exchanges, Tsinghua University (I)
- Deng Changan, Professor and Chair, Medicine Dept., West China University of Medical Sciences (S)
 Deng Heping, Deputy Director, Foreign Affairs Office, Wuhan University (I)
 Ding Dapei, Director of Foreign Affairs, Sichuan Union University (S)
 Dong Huiqing, Vice-Dean, Environment and Resources Biology Dept., Fudan University (S)
 Dong Keyong, Labor and Personnel College, People's University of China (S)
 Dong Yuanan, Basic Sciences Dept., Huazhong Agricultural University (S)
 Dong Zude, Director of Foreign Affairs, West China University of Medical Sciences (S)
 Du Ping, Foreign Affairs Office, Jilin University (I)

Academic Relations Between Canada and China 1970-95

Fan Zhimin, Chief Doctor, Bethune/Laval Oncology Unit, Norman Bethune University of Medical Sciences (I)
Fenglin Guo, Director of Foreign Affairs, Tianjin Medical College (S)
Fu Jian, Secretary and Reception Section, Foreign Affairs Office, Nanjing University (I)
Fu Jingchuan, Associate Professor, Jilin University (S)

Gan Huiqin, Deputy Director, Natural Sciences Division, Beijing University (I)
Gan Zhibo, Lecturer, Food Science and Technology Dept., Huazhong Agricultural University (S)
Gao Yutang, School of Economics, Wuhan University (I)
Gao Zhaoling, Director of Foreign Affairs, Central University for Nationalities (S)
Gong Benzhuang, Associate Dean, School of Physical Education, Northeast Normal University (I)
Gong Jinyuan, Professor, Orthopedics Dept., West China University of Medical Sciences (S)
Gong Shaoming, Senior Editor and Deputy Editor-in-Chief, Fudan University Press, Fudan University (S)
Gong Xiuguo, Lecturer, Foreign Trade Dept., Sichuan Union University (S)
Gong Zhiping, Health Administration and Economics, School of Public Health, West China University of Medical Sciences (S)
Gu Jianming, Dean, Textile Chemistry Dept., Textile Institute, Shanghai Engineering and Science University (S)
Gu Shiqiang, Vice President, Wuhan Iron and Steel University (I)
Gu Tong, Associate Professor, Physics Dept., Beijing University of Science and Technology (S)
Guo Jide, Vice President and Professor, College of Foreign Languages and Literature, Shandong University (S)
Guo She, School of Foreign Languages, Zhongshan University (S)
Guo Zhaolin, Director, Foreign Affairs Office, Central University for Nationalities (I)

Han Jiang, Assistant to the Dean, Graduate School, Southeast University (S)
Han Yingchang, Director, International Affairs Office, Northeast Normal University (I)
He Liqun, Vice President, Southeast University (I)
Hong Xixi, Associate Professor, Planning and Statistics Dept., Xiamen University (S)
Hu Maopu, Director of International Affairs, Beijing University of Science and Technology (I)
Hu Songchun, Lecturer, Shanghai Engineering and Science University (S)
Huang Dawei, Deputy Director, Office for International Cooperation, Southeast University (I)
Huang Jing, Lecturer, School of Management, Wuhan University (I)
Huang Kai, Chair and Associate Professor, Business Administration Dept., Southeast University (S)
Huang Liangwen, Planning and Statistics Dept., Xiamen University (S)
Huang Qiaoyun, Assistant Professor, Soil Science Dept., Huazhong Agricultural University (S)
Huang Qiwen, Director, Office for International Cooperation, Southeast University (I)
Huang Shengzhen, Second English Department for Special Purposes, Sichuan International Studies University (S)
Huang Shixing, Deputy Director, Foreign Affairs Office, Nanjing University (I)
Huang Tianyi, Professor, Astronomy Dept., Nanjing University (S)
Huang Zongqing, Professor, Applied Chemistry Dept., Chongqing University (S)

Ji Dongsheng, Finance Dept., People's University of China (S)
Jiang Kexun, Professor, Chongqing University (S)
Jiang Lingnan, Vice Director, Foreign Affairs Office and Associate Professor, China-Australia Iron and Steel Center, Wuhan Iron and Steel University (S)
Jiang Miaorui, Director General, Foreign Affairs Dept., State Education Commission (I)
Jiang Shangxin, President of the Textile Institute and Former Vice President, Shanghai Engineering and Science University (I)
Jiang Shulin, Associate Professor, Nursing Faculty, Tianjin Medical University (S)
Jiang Zejia, President and Professor, Electrical Engineering Dept., Chongqing University (S)
Jie Zhang, Associate Professor, Architecture and Urban Studies Institute, Tsinghua University (S)
Jin, Director of Foreign Affairs, People's University of China (S)
Jin Shengzeng, Deputy Dean, College of International Business Administration, Shanghai International Studies University (S)
Jin Wei, Assistant Dean, Management School, Shanghai Jiaotong University (I)
Jin Yao, Deputy Chief, Division of International Exchanges, Shanghai Jiaotong University (I)
Jin Zhuyun, Associate Professor, English Dept., Nanjing University (S)

Appendix 5: Interviewees (I) and survey respondents (S) in China

- Kang Ke, c/o President's Office, Norman Bethune University of Medical Sciences (I)
 Kong Jie, Director, Chemistry Division, Botany Institute, Northwest Normal University (S)
 Kong Lingtan, Professor, Metallurgy Dept., Beijing University of Science and Technology (I)
- Lan Boxiong, School of Economics and Management, Tsinghua University (I)
 Lan Renzhe, Professor, Canadian Studies Centre, Sichuan International Studies University (S)
 Lei Bingjun, Chair and Professor, Infectious Disease Dept., West China University of Medical Sciences (S)
 Li Bo, Director, President's Office and Foreign Affairs Office, Jilin Educational Institute (I)
 Li Cun, Vice President, Nanjing University (I)
 Li Dihua, Professor, Shanghai International Studies University (S)
 Li Fugen, Vice Dean, International Cultural Exchange School, Fudan University (I)
 Li Guorong, Director of Foreign Affairs, Zhongshan University (S)
 Li Hong (Elizabeth), Assistant to the Director, Office of International Programs, Fudan University (I)
 Li Jiandong, Head, National Laboratory of Grassland Ecological Engineering, Northeast Normal University (I)
 Li Ling, Lecturer, Center for Urban and Regional Studies, Zhongshan University (S)
 Li Liren, Director of Foreign Affairs, East China University of Science and Technology (S)
 Li Quanzhi, Professor, Chemistry Dept., Fudan University (S)
 Li Song, Professor, Chemical Engineering Dept., Tsinghua University (S)
 Li Wei, Associate Professor, History Dept., Shandong University (S)
 Li Weihuan, Associate Professor, Chemical Engineering Dept., Wuhan Iron and Steel University (I)
 Li Xueyuan, Professor, Soil and Agro Chemistry Dept., Huazhong Agricultural University (I)
 Li Yanli, Clinical Teacher, Gynecology Dept., Tianjin Medical University (S)
 Li Yanping, School of Management, Wuhan University (I)
 Li Yigui, Professor, Chemical Engineering Dept., Tsinghua University (S)
 Li Youyi, Section Chief, The Office of Teacher Affairs, Nanjing University (I)
 Li Zaikai, Project Officer, Foreign Affairs Office, Huazhong Agricultural University (I)
 Li Zeng, Foreign Languages Dept., Northeast Normal University (I)
 Li Zhimin, Deputy Director, Division of American and Oceanian Affairs, State Education Commission (I)
 Liao Junpei, Chair and Professor, National Economic Management Dept., Sichuan Union University (S)
 Liao Zhenfang, Professor, Mining Engineering Dept., Chongqing University (S)
 Lin Dong, Lecturer, Jilin Educational Institute (S)
 Lin Guifen, Senior Program Officer, International Trade and Economic Affairs Dept., Ministry of Foreign Trade and Economic Cooperation (I)
 Lin Guojing, Associate Professor, Shanghai Engineering and Science University (S)
 Lin Haoran, Professor, Biology Dept., Zhongshan University (S)
 Lin Sen, Director, Management Training Centre, Jilin Educational Institute (S)
 Lin Shimin, Director of Foreign Affairs, Huazhong Agricultural University (I)
 Lin Yihan, Associate Professor, Applied Mechanics Dept., Fudan University (S)
 Ling Sheng, Associate Professor, Resource Engineering College, Beijing University of Science and Technology (S)
 Liu Danchu, Associate Professor, Chemistry Dept., Fudan University (S)
 Liu Fantian, Director of Foreign Affairs, University of International Business and Economics (S)
 Liu Guilan, Maitre de conference, Centre des relations internationales, Shanghai International Studies University (I)
 Liu Jian, Lecturer, Jilin Educational Institute (S)
 Liu Jianfeng, Associate Professor, Foreign Languages Dept., Northwest Normal University (S)
 Liu Shengyi, Associate Professor, Canadian Studies Centre, Sichuan International Studies University (S)
 Liu Wei, School of Management, Wuhan University (I)
 Liu Yiliang, Director of Foreign Affairs, Chongqing University (S)
 Liu Youyi, Assistant Director, Canada/China Language Centre, Beijing Normal University (I)
 Liu Zhengle, Professor, Clinical Epidemiology Dept., West China University of Medical Sciences (S)
 Lu Jijun, Deputy Manager, Foreign Affairs, International Exchange Centre, Huazhong University of Science and Technology (S)
 Lu Loufa, Director, International Cooperation, Shanghai International Studies University (S)
 Lu Shunjing, Director of Foreign Affairs, Lanzhou Railway Institute (S)
 Lu, Larry J., Deputy Manager, Foreign Experts Section, International Exchange Center, Huazhong University of Science and Technology (I)
 Luo Decheng, Professor, Medicine and Clinical Epidemiology Dept., West China University of Medical Sciences (S)

Academic Relations Between Canada and China 1970-95

- Luo Dechun, Professor (Retired), Research Dept., West China University of Medical Sciences (S)
Luo Tinghe, Professor, Metallurgy Dept., Wuhan Iron and Steel University (I)
Luo Yunbo, Director of Foreign Affairs, Beijing Agricultural University (S)
Luo Zhongyang, Vice-Director, Thermal Power Engineering Institute, Zhejiang University (S)
- Ma Qunsheng, Associate Professor, Computer Science and Technology Dept., Tsinghua University
Ma Rong, Associate Director, The Institute of Sociology and Anthropology, Beijing University (I)
Ma Ying, Associate Professor, School of Economics, Wuhan University (S)
Mao Dawei, Director, Canada/China Language Centre, Beijing Normal University (I)
Meng Erling, Vice Dean, College of Business and Management, Huazhong University of Science and Technology (I)
Meng Linming, M.B.A. Center, Xiamen University (S)
Meng Qingbin, Bethune/Laval Oncology Unit, Norman Bethune University of Medical Sciences (I)
Min Qiuxia, School of Management, Wuhan University (I)
Ming Jin, Vice-Chair, Accounting Dept., Shanghai Jiaotong University (I)
Mu Chundi, Associate Professor, Automation Dept., Tsinghua University (S)
- Ni Zongzan, Professor, School of Public Health, West China University of Medical Sciences (S)
Nie Ming, Associate Professor, College of Business Administration, Huazhong University of Science and Technology (I)
- Pan Jintang, Associate Professor, Labour and Personnel College, People's University of China (S)
Pan Zhixing, Deputy Director, International Cooperation, Shanghai International Studies University (I)
Pei Henian, Professor, Metallurgical Dept., Chongqing University (S)
Peng Gaoe, Second Mechanical Engineering Dept., Chongqing University (S)
Peng Heping, Personnel Dept., People's University of China (S)
- Qi Ershi, Associate Professor and Associate Chair, Management Engineering Dept., Tianjin University (S)
Qian Shouqing, Dean, Textile Engineering Dept., Shanghai Engineering and Science University (S)
Qian Yonggeng, Professor, Engineering Physics Dept., Tsinghua University (S)
Qian Zhenming, Professor, Engineering Mechanics Dept., Chongqing University (S)
Qin Yihong, Professor, Electrical Engineering Dept., Chongqing University (S)
Qiu Chengti, Vice Dean, Graduate School, Southeast University (S)
Qiu Chongming, Associate Professor, Finance and Banking Dept., Xiamen University (S)
Qiu Jizhen, Director of Foreign Affairs, Zhejiang University (S)
Qiu Yuchang, Professor, High Voltage Division, School of Electrical Engineering, Xian Jiaotong University (S)
Qu Xiaohui, Professor, Accounting Dept., Xiamen University (S)
Qu Delin, Director of Foreign Affairs, Tsinghua University (S)
- Ren Shengming, Foreign Language and Literature Institute, Shanghai International Studies University (I)
Ren Zhen, Professor and Dean, Graduate School, Chongqing University (S)
Ru Zheng, Deputy Director, Institute of Metal Forming, Beijing University of Science and Technology (I)
- Shan Lisun, Professor, Mathematics Dept., Jilin University (S)
Shao Rongguang, Traffic Institute, Southeast University (S)
She Yuanguan, Deputy Dean, School of Management, Beijing University of Science and Technology (I)
Shen Peidi, Director of Foreign Affairs, Fudan University (S)
Shen Shide, Director, China-Australia Iron and Steel Industry Training, Wuhan Iron and Steel University (I)
Shen Yi, Director, Graduate Section, College of Foreign Languages, Chongqing University (S)
Shen Youling, Professor, Foreign Affairs Office, Central University for Nationalities (I)
Sheng Zhaoan, Vice President, Southeast University (S)
Shi Guangtian, Vice Chair and Teacher, Mechanical Engineering Dept., Lanzhou Railway Institute (S)
Shi Lanxin, Deputy Director, Office for International Cooperation, Southeast University (I)
Song Jiaheng, Professor, History Dept. and Vice President, ACSC, Shandong University (S)
Sun Jizhong, President, Huazhong Agricultural University (I)
Sun Rong, Teacher, Nursing Faculty, Tianjin Medical University (S)
Sun Shubin, Head Nurse, Bethune/Laval Oncology Unit, Norman Bethune University of Medical Sciences (I)

Appendix 5: Interviewees (I) and survey respondents (S) in China

- Sun Tichang, Lecturer, College of Resource Engineering, Beijing University of Science and Technology (S)
- Tan Shaoqing, Director of Foreign Affairs, Sichuan International Studies University (S)
- Tang Xiaoping, Deputy General Manager, International Exchange Service Centre, Southeast University (I)
- Tian Zhilong, Associate Professor, College of Management, Huazhong University of Science and Technology (S)
- Tian Zhongzhao, (Retired) Metal Physics Dept., Beijing University of Science and Technology (S)
- Tong Gu, Director, Applied Physics Section, Physics Dept., Beijing University of Science and Technology (I)
- Tong Shitang, Lecturer, Chemical Engineering Dept., Wuhan Iron and Steel University (I)
- Tu Baohong, Professor (Retired), Electrometallurgy Dept., Beijing University of Science and Technology (S)
- Tu Demin, Professor, Electrical Engineering Dept., Xian Jiaotong University (S)
- Tu Guohua, Professor, Nanjing Normal University (S)
- Wang Bo, Associate Professor, Management Engineering Dept., Tianjin University (S)
- Wang Chunmei, Nursing Dept., Tianjin Medical University (S)
- Wang Fengbin, Associate Professor, Economy and Management Institute, People's University of China (S)
- Wang Fengxian, Director, Institute of General Education Research, Northeast Normal University (I)
- Wang Guanghui, Chemical Engineering Dept., Wuhan Iron and Steel University (I)
- Wang Hong, Jilin Educational Institute (S)
- Wang Jiayi, Lecturer, Educational Research Institute, Northwest Normal University (S)
- Wang Jing, Interpreter, Division of International Exchanges, Shanghai Jiaotong University (I)
- Wang Jiyan, Associate Professor, Mathematics Dept., East China Normal University (S)
- Wang Linyun, Professor, Metallurgy and Materials Engineering Dept., Chongqing University (S)
- Wang Meifeng, Vice President, Central University for Nationalities (I)
- Wang Mingsu, Associate Professor, Plant Protection Dept., Huazhong Agricultural University (S)
- Wang Peixuan, Professor, Materials Physics Dept., Beijing University of Science and Technology (S)
- Wang Rongshun, President, Northeast Normal University (I)
- Wang Shaojun, Personnel Dept., Shanghai Jiaotong University (I)
- Wang Tongfu, Editor-in-Chief, Shanghai Foreign Language Education Press, Shanghai International Studies University (I)
- Wang Wencai, Chairman, Foreign Languages Dept., Beijing University of Science and Technology (I)
- Wang Xiaoming, Vice-Director and Associate Professor, Telec and Auto Control Dept., Lanzhou Railway Institute (S)
- Wang Xiaoqun, Director, Foreign Affairs Office, Jilin University (I)
- Wang Xiulian, Foreign Languages Dept., Beijing University of Science and Technology (S)
- Wang Yanhua, Associate Professor, International Programs Office, Beijing Normal University (I)
- Wang Ying, Director, State Pilot Laboratory of Coast and Island, Nanjing University (I)
- Wang Zhenfu, Instructor, Jilin Educational Institute (S)
- Wei Yu, Deputy-Minister, State Education Commission (I)
- Wen Dianzhong, Associate Professor and Director, Sensory Technology Research Laboratory, Heilongjiang University (S)
- Wen Kun, Professor, Accounting Dept., People's University of China (S)
- Wen Meijuan, Associate Professor, Chemistry Dept., Beijing University of Science and Technology (S)
- Wen Xiu, Professor, Architecture Dept., Southeast University (S)
- Weng Enqi, Professor, East China Normal University (S)
- Wu Ning, Professor, Electrical Engineering Dept., Chongqing University (S)
- Wu Shilin, Professor, Computer Science Dept., Fudan University (S)
- Wu Shiru, Associate Professor, English Language and Culture Dept., Sichuan International Studies University (S)
- Wu Xialing, Chief Librarian, Textile Institute, Shanghai Engineering and Science University (S)
- Wu Zhaofeng, Associate Professor, Biochemistry Dept., West China University of Medical Sciences (S)
- Wu Zhenhuan, Associate Dean, Management School, Shanghai Jiaotong University (I)
- Xai Shaobai, Vice President, Shanghai Engineering and Science University (S)
- Xia Guozheng, Associate Dean, School of Management, Wuhan University (I)
- Xia Shaobai, Acting President, Textile Institute, Shanghai Engineering and Science University (I)
- Xia, Samuel, Program Coordinator, Office of Foreign Affairs, Beijing University (I)
- Xian Yingyao, Professor, Pathology Dept., West China University of Medical Sciences (S)
- Xiang Jueling, Computer Center, Shanghai Engineering and Science University (S)

Academic Relations Between Canada and China 1970-95

- Xie Tianzhen, Research Professor and Deputy Editor in Chief of *Comparative Literature in China*, Shanghai International Studies University (I)
- Xing Miao, Vice President, Northeast Normal University (I)
- Xiong Yuanzhu, Professor, Animal Science and Veterinary Medicine Dept., Huazhong Agricultural University (I)
- Xu Chushao, Professor, Metallurgy Dept., Chongqing University (S)
- Xu Jiasen, Director, Language Teaching Office, Textile Institute, Shanghai Engineering and Science University (S)
- Xu Jiqing, Head, Cluster Compound Laboratory, Chemistry Dept., Jilin University (I)
- Xu Kangning, Associate Professor, Southeast University (S)
- Xu Qingroi, Professor, Management School, Zhejiang University (S)
- Xu Senlu, Optical Engineering Dept., Zhejiang University (S)
- Xu Shurong, Professor, Computer Science Dept., Zhongshan University (S)
- Xu Xuelei, East China University of Science and Technology (S)
- Xu Xunchu, Professor, Tongji University (S)
- Xu Yan, Professor, Chemistry Dept., Fudan University (S)
- Xu Yiping, Professor, Renyi Hospital, Shanghai Second Medical University (S)
- Xu Yu, Associate Professor, Management School, Xian Jiaotong University (S)
- Xu Zhenhua, Professor, Chemistry Dept., Beijing University (I)
- Xue Jiliang, Professor, Zhejiang University (S)
- Xuo Hongxi, Associate Professor, Computer Science and Technology Dept., Tsinghua University
- Yan Tailai, Associate Professor and Director, National Agricultural Remote Sensing Centre, Beijing Agricultural University (S)
- Yang Guisheng, Foreign Languages Dept., Northeast Normal University (I)
- Yang Honglan, Associate Dean, Foreign Exchange Programs, School of Management, Fudan University (I)
- Yang Meilin, Chemistry Dept., Jilin University (I)
- Yang Mingzhu, Director of Foreign Affairs, Beijing University (S)
- Yang Yongzhen, Automation Dept., Chongqing University (S)
- Yao Kai, Vice Chair, Industrial Foreign Trade Dept., Management School, Shanghai Jiaotong University (I)
- Yao Xiayi, Lecturer, Thermal Energy Engineering Dept., Beijing University of Science and Technology (S)
- Yao Zutao, Chemistry Dept., Tsinghua University (S)
- Ye Jufong, Vice Dean, Textile Institute, Shanghai Engineering and Science University (S)
- Yin Sheng, Professor, Materials Science and Engineering Dept., Beijing University Science and Technology (S)
- Yong Chi, Associate Professor, Energy Engineering Dept., Zhejiang University (S)
- You Rujie, Professor, Chinese Dept., Fudan University (S)
- Yu Bingfeng, Director of Foreign Affairs, Xian Jiaotong University (S)
- Yu Deshun, President, First Teaching Hospital, Norman Bethune University of Medical Sciences (I)
- Yu Fei, Lecturer, Shanghai International Studies University (S)
- Yu Jianna, Lecturer, International Trade Dept., Xiamen University (S)
- Yu Zhezhong, Lecturer, Management School, Wuhan University (S)
- Yuan Guilin, Professor, Education Dept., Northeast Normal University (I)
- Yuan Wei, Professor, Statistics Dept., People's University of China (S)
- Yuen Hui, Director, Teaching and Research Section, The Language Teaching Centre, Jilin University (I)
- Zeng Kangsheng, Vice Dean, School of Adult Education, Zhejiang University (S)
- Zha Deli, Business Administration College, Chongqing University (S)
- Zhang Guoji, School of Nursing, Tianjin Medical University (S)
- Zhang Hanrong, Lecturer, School of Management, Xian Jiaotong University (S)
- Zhang Jianian, Professor, Food Science and Technology Dept., Huazhong Agricultural University (S)
- Zhang Jianmin, Lecturer, College of Architecture and Urban Planning, Tongji University (S)
- Zhang Jinhe, Director of Foreign Affairs, Heilongjiang University (S)
- Zhang Lao, Associate Professor, College of Animal Science and Technology, Beijing Agricultural University (S)
- Zhang Liangchun, Assistant Professor, Cultural Exchange Center, Sichuan International Studies University (S)
- Zhang Minlun, Dean and Professor, College of Foreign Languages, East China Normal University (S)
- Zhang Nanyue, Professor, Information Dept., People's University of China (S)
- Zhang Rujie, Professor, Computer Science Dept., East China Normal University (S)
- Zhang Sizhong, Director, Medical Genetics Dept., West China University of Medical Sciences (S)

Appendix 5: Interviewees (I) and survey respondents (S) in China

Zhang Xi, Professor, Chemistry Dept., Jilin University (I)
 Zhang Xianlong, Associate Professor, Agronomy Dept., Huazhong Agricultural University (S)
 Zhang Xiaodong, Program Officer, Division of American and Oceanian Affairs, State Education Commission (I)
 Zhang Xingmin, Vice Director, International Exchange Center, Huazhong University of Science and Technology (I)
 Zhang Yanping, Deputy Director, Center for Research on Transport, East China University of Science and Technology (S)
 Zhang Yaping, Metallurgical and Materials Engineering, Chongqing University (S)
 Zhang Yong, Teacher, Jilin Educational Institute (S)
 Zhang Zheng, Professor, Guanghua School of Management, Beijing University (I)
 Zhao Chunjun, Deputy Dean, School of Economics and Management and Chairman, MIS, Tsinghua University (I)
 Zhao Jinbao, Vice President and Professor, Northwest Normal University (S)
 Zhao Jushan, Program Officer, Foreign Affairs Office, Wuhan University (I)
 Zhao Libin, Dean, School of Management, Wuhan University (S)
 Zhao Ping, Associate Professor, School of Economics and Management, Tsinghua University (S)
 Zhao Shansheng, Director, Foreign Language Dept., Jilin Educational Institute (I)
 Zheng Du, Director, Institute of Geography, Chinese Academy of Sciences (I)
 Zheng Fenglin, Director of Foreign Affairs, Tianjin University (S)
 Zheng Kangcheng, Associate Professor, Chemistry Dept., Zhongshan University (S)
 Zheng Lisui, Director, Business Dept., Shanghai Engineering and Science University (S)
 Zheng Liying, Teacher, Telecommunications and Auto-Control Dept., Lanzhou Railway Institute (S)
 Zheng Shupu, Vice-Director, Harbin Foreign Languages Institute, Heilongjiang University (S)
 Zheng Xu, Professor, Coordination Chemistry Institute, Nanjing University (S)
 Zheng Yonglian, Professor and Associate Dean, College of Life Science and Technology, Huazhong Agricultural University (S)
 Zhi Yin, Associate Professor, Institute of Architecture and Urban Studies, Tsinghua University (S)
 Zhong Binglin, Vice President and Professor, Mechanical Engineering Dept., Southeast University (S)
 Zhong Xingguo, Director of Foreign Affairs, Xiamen University (S)
 Zhou Jingsi, Secretary of the Party Committee, Northeast Normal University (I)
 Zhou Liangeng, Shanghai Engineering and Science University (S)
 Zhou Lizhu, Professor, Tsinghua University (S)
 Zhou Maorong, Chairman, World Economy Dept., Wuhan University (I)
 Zhou Naisheng, Professor, Geography Dept., East China Normal University (S)
 Zhou Qiye, Professor, Institute of Regional Economics, People's University of China (S)
 Zhou Xuefeng, Lecturer, Real Estate Division, Economic Management and Decision Sciences, Shanghai Jiaotong University (I)
 Zhou Yongming, Associate Professor, Agronomy Dept., Huazhong Agricultural University (S)
 Zhu Bangfang, Director, Social Science Division, Beijing University (I)
 Zhu Dakui, Professor, Centre of Marine Sciences, Nanjing University (I)
 Zhu Guangya, Professor, Architecture Dept., Southeast University (S)
 Zhu Tingcheng, Director, Institute of Grassland Science, Northeast Normal University (I)
 Zhu Zhiqiang, Associate Professor, International Trade Dept., Xiamen University (S)
 Zhuang Zongming, Economics Dept., Xiamen University (S)
 Zou Benrong, Bethune/Laval Oncology Unit, Norman Bethune University of Medical Sciences (I)
 Zou Cairong, Associate Professor, Radio Engineering Dept., Southeast University (S)
 Zou Chengzu, Professor, Jilin University (S)
 Zou Mingqian, Associate Professor, Biology Dept., Northeast Normal University (I)
 Zou Yaijun, Scientific Research Office, Nanjing University (I)

Appendix 6: Chinese interviewees and respondents by home province and institution, gender, area of specialization, and host province and university

Table 6

Home provinces of Chinese interviewees and survey respondents			
Home Province	Interviews	Surveys	Totals
Beijing*	32	39	71
Fujian	0	10	10
Gansu	0	7	7
Guangdong	0	6	6
Heilongjiang	0	2	2
Hubei	25	22	47
Jiangsu	12	17	29
Jilin	33	14	47
Shanghai	21	42	63
Shaanxi	0	4	4
Shandong	0	3	3
Sichuan	0	37	37
Tianjin	0	7	7
Zhejiang	0	8	8
Totals	123	218	341

* Includes Chinese government officials but not Canadian government officials.

Table 7

Gender of interviewees and respondents			
Gender	Interviews	Surveys	Totals
Females	20	48	68
Males	103	170	273
Totals	123	218	341

Table 8

Home institutions of Chinese interviewees/respondents				
Institution	Province	Interviews	Surveys	Totals
Beijing Agricultural University	Beijing	0	2	2
Beijing Normal University	Beijing	4	0	4
Beijing University	Beijing	7	1	8
Beijing University of Science and Technology	Beijing	7	11	18
Central University for Nationalities	Beijing	4	0	4
Chinese Academy of Sciences	Beijing	2	0	2
Chongqing University	Sichuan	0	17	17
East China Normal University	Shanghai	0	7	7
East China University of Technology	Shanghai	0	2	2
Fudan University	Shanghai	3	9	12
Heilongjiang University	Heilongjiang	0	2	2
Huazhong Agricultural University	Hubei	5	8	13
Huazhong University of Science and Technology	Hubei	5	2	7
Jilin Agricultural University	Jilin	0	1	1
Jilin Educational Institute	Jilin	3	7	10
Jilin University	Jilin	9	3	12
Lanzhou Railway Institute	Gansu	0	3	3
Nanjing Normal University	Jiangsu	0	1	1
Nanjing University	Jiangsu	7	3	10
Norman Bethune University of Medical Sciences	Jilin	8	1	9
Northeast Normal University	Jilin	13	2	15
Northwest Normal University	Gansu	0	4	4
People's University of China	Beijing	0	9	9
Shandong University	Shandong	0	3	3
Shanghai Engineering and Science University	Shanghai	3	13	16
Shanghai International Studies University	Shanghai	6	6	12
Shanghai Jiaotong University	Shanghai	9	2	11
Shanghai Second Medical University	Shanghai	0	1	1
Sichuan International Studies University	Sichuan	0	5	5
Sichuan Union University	Sichuan	0	2	2
Southeast University	Jiangsu	5	12	17
Tianjin Medical University	Tianjin	0	5	5
Tianjin University	Tianjin	0	2	2
Tongji University	Shanghai	0	2	2
Tsinghua University	Beijing	3	16	19
West China University of Medical Sciences	Sichuan	0	13	13
Wuhan Iron and Steel University	Hubei	6	4	10
Wuhan University	Hubei	9	8	17
Xiamen University	Fujian	0	10	10
Xian Jiaotong University	Shaanxi	0	4	4
Zhejiang University	Zhejiang	0	8	8
Zhongshan University	Guangdong	0	6	6
Totals		118	217	335

Table 9

Area of specialization of interviewees and respondents			
Specialization	Interviews	Surveys	Totals
Administration	38	0	38
Agriculture	3	6	9
Arts	24	48	72
Engineering	10	63	73
Environment	0	4	4
Government	5	0	5
Health	7	21	28
Management	19	36	55
Miscellaneous	1	11	12
Sciences	16	28	44
Unknown	0	1	1
Totals	123	218	341

Table 10

Canadian host province of survey respondents	
Province	Surveys
Alberta	11
British Columbia	23
Manitoba	9
New Brunswick	1
Nova Scotia	15
Ontario	105
Prince Edward Island	0
Quebec	43
Saskatchewan	14
Unknown	4
Total*	225
* Total exceeds 218 because six people were hosted by more than one institution in more than one province.	

Table 11

Canadian host universities of survey respondents	
University	Surveys
Acadia University	1
Brock University	1
Carleton University	6
Concordia University	10
Dalhousie University	9
Institut de Recherches Cliniques de Montréal	1
Laurentian University of Sudbury	0
McGill University	13
McMaster University	21
Nova Scotia Agricultural College	0
Queen's University at Kingston	2
Ryerson Polytechnical University	3
Saint Mary's University	1
Simon Fraser University	3
Technical University of Nova Scotia	4
Université de Montréal	5
Université de Sherbrooke	2
Université du Québec à Chicoutimi	0
Université du Québec à Montréal	1
Université du Québec à Trois Rivières	0
Université Laval	11
Université de Moncton	0
University of Alberta	9
University of British Columbia	14
University of Calgary	2
University of Guelph	3
University of Manitoba	8
University of New Brunswick	1
University of Ottawa	9
University of Prince Edward Island	0
University of Regina	9
University of Saskatchewan	5
University of Toronto	32
University of Victoria	5
University of Waterloo	19
University of Western Ontario	6
University of Windsor	0
Wilfrid Laurier University	1
York University	5
Other organizations/institutions	6
Total*	228
* Eight interviewees/respondents had two or three host institutions, for a total of 10 extra institutions.	

Appendix 7: Selected Chinese institutions

Beijing Agricultural University
 Beijing Normal University
 Beijing University
 Beijing University of Aeronautics and Astronautics
 Beijing University of Science and Technology
 Central University for Nationalities
 Chengdu University of Science and Technology
 Chinese Academy of Sciences
 Chinese Academy of Social Sciences
 Chongqing Institute for Architecture and Engineering
 Chongqing University
 East China Normal University
 East China University of Science and Technology
 Fudan University
 Heilongjiang University
 Huazhong Agricultural University
 Huazhong University of Science and Technology
 Inner Mongolia Engineering College
 Jilin Agricultural University
 Jilin Educational Institute
 Jilin University
 Lanzhou Railway Institute
 Nanjing Normal University
 Nanjing University
 Nankai University
 National Academy of Education Administration
 Norman Bethune University of Medical Sciences
 Northeast Forest University
 Northeast Normal University
 Northwestern Agricultural University
 Northwest Normal University
 People's University of China
 Shandong University
 Shanghai Academy of Agricultural Sciences
 Shanghai Academy of Social Sciences
 Shanghai Engineering and Science University
 Shanghai Institute of Mechanical Engineering
 Shanghai International Studies University
 Shanghai Jiaotong University
 Shanghai Second Medical University
 Shanxi Institute of Soil and Water Conservation
 Sichuan International Studies University
 Sichuan University
 Southeast University
 Southwest Institute of Technology
 Southwest University of Forestry
 Tianjin Medical University
 Tianjin University
 Tongji University
 Tsinghua University
 University of International Business and Economics
 West China University of Medical Sciences
 Wuhan College of Surveying and Cartography

Academic Relations Between Canada and China 1970-95

Wuhan University

Wuhan University of Iron and Steel Technology

Xiamen University

Xi'an Jiaotong University

Zhejiang University

Zhongshan University

Zhongshan University of Medical Sciences

Appendix 8: Survey of Chinese academics who have returned to China after advanced study or research in Canada

Section One: Biographical Information

Name:

Sex:

Province of birth:

Year of birth:

Position/unit in China before departure for Canada:

Date of arrival in Canada (month/year):

Host university and department in Canada:

Academic status while in Canada:

Field of specialization in Canada:

Source of funding in Canada:

Degree earned in Canada, if any (with year):

Date of departure from Canada (month/year):

Present position/unit in China:

Current mailing address:

Section Two: Preparations in China for Your Departure to Canada

1. Please describe and evaluate how you were selected for advanced study and/or research in Canada.
2. Please describe and evaluate the English or French language instruction and cultural orientation which you received in China prior to your departure for Canada.
3. Please describe and evaluate your experience in obtaining your passport and Canadian visa prior to departure for Canada.
4. Do you have any other comments about your pre-departure preparations for Canada?
5. Based on your own experience, do you have any specific suggestions for improving pre-departure preparations for Chinese academics traveling to Canada for advanced study and/or research?

Section Three: Your Experiences in Canada

6. Please describe and evaluate your arrival in Canada and the arrangements that were made to welcome you.
7. Please describe your English or French language competence (speaking, listening, reading, writing) when you first arrived in Canada and evaluate the impact on your academic work. If appropriate, please describe what steps you took to improve your language skills.

Academic Relations Between Canada and China 1970-95

8. Please evaluate the extent to which the training that you had received in China was appropriate for your academic program in Canada.
9. Please describe and evaluate your working relations with your professors in Canada.
10. Please describe and evaluate the laboratory, computer and library facilities which you used in Canada.
11. Please describe and evaluate opportunities to visit other Canadian universities and to participate in scholarly conferences in North America.
12. Please describe and evaluate your contacts with your home unit in China during your period of study and/or research in Canada.
13. Please describe the funding that you received during your stay in Canada and evaluate whether it was adequate.
14. Please describe and evaluate your social experiences in Canada, both on-campus and off-campus.
15. Please describe and evaluate the types of housing that you lived in while you were in Canada.
16. Please describe and evaluate the extent to which you were able to maintain contact with your family and friends in China while you were studying or doing research in Canada.
17. Do you have any other comments about your experience in Canada?
18. Based on your own experience, do you have any specific suggestions for improving the experience of Chinese academics traveling to Canada for advanced study and/or research?

Section Four: Your Experience Since Returning to China

19. Please describe and evaluate your return to China and the arrangements that were made to welcome you.
20. Please indicate whether your study and/or research in Canada has resulted in any change in your work status (for example, promotion) upon your return to China.
21. Please describe and evaluate the extent to which your academic work in Canada has proved relevant to your work in China since your return.
22. Please describe and evaluate the extent to which you have been able to maintain scholarly contacts with your colleagues in Canada.
23. Please describe and evaluate the extent to which your present research funding and specialized facilities and equipment in China have enabled you to continue research that you began in Canada.
24. Do you have any other comments about your experience since returning to China?
25. Based on your own experience, do you have any specific suggestions for improving the experience of Chinese academics who return to China after advanced study or research in Canada.

Section Five: Additional Comments

Appendix 9: Survey of directors of foreign affairs of universities, colleges and research institutes in China

Section One: Institutional Identification

Name of Institution
Name of Director of Foreign Affairs
Mailing Address
Fax Number
Telephone Number

Section Two: Linkages with Canadian Universities, Colleges and Research Institutes

1. Please briefly describe your past and present linkages with Canadian institutions. (Please indicate the name of the Canadian partner, years of operation, focus, source of funding and a summary of academic exchange activities for each linkage.)
2. Please evaluate the strengths and weaknesses of each of the above linkages.
3. Please evaluate the impact of shrinking Canadian funding on your academic linkages with Canada.
4. In the context of your international cooperation activities around the world, please evaluate the effectiveness and significance of your linkages with Canada.
5. Based upon your experience as Director of Foreign Affairs, do you have any specific suggestions to improve academic linkages between China and Canada.

Section Three: Sending Chinese Academics to Canada

6. Please describe and evaluate your institution's past and present efforts to prepare your teachers and graduate students for advanced study and/or research in Canada.
7. Please describe and evaluate your institution's past and present efforts to maintain contact with your teachers and graduate students while they are in Canada for advanced study and/or research.
8. Please describe and evaluate your institution's past and present efforts to reintegrate your teachers and graduate students when they return to China from advanced study and/or research in Canada.
9. Based upon your experience as Director of Foreign Affairs, do you have any specific suggestions to maximize the mutual benefit of sending Chinese academics to Canada for advanced study and/or research?

Section Four: Receiving Canadian Academics in China

10. Please describe and evaluate your institution's experience in hosting teaching and research visits from Canadian professors.
11. If applicable, please describe and evaluate the experience of your institution in hosting Canadian students for advanced study and/or research.

Academic Relations Between Canada and China 1970-95

12. Based upon your experience as Director of Foreign Affairs, do you have any specific suggestions to maximize the mutual benefit of sending Canadian academics to China for teaching, research and/or advanced study?

Section Five: Additional Comments

Appendix 10: Universities responding to survey of foreign affairs directors

Beijing Agricultural University
Beijing University
Beijing University of Science and Technology
Central University for Nationalities
Chongqing University
East China University of Technology
Fudan University
Huazhong Agricultural University
Heilongjiang University
Jilin Educational Institute
Jilin University
Lanzhou Railway Institute
Norman Bethune University of Medical Sciences
Northwest Normal University
People's University of China
Sichuan International Studies University
Sichuan Union University
Southeast University
Tianjin Medical University
Tianjin University
Tsinghua University
University of International Business and Economics
West China University of Medical Sciences
Xiamen University
Xian Jiaotong University
Zhejiang University
Zhongshan University

Appendix 11: Interview schedule in China, May 1995

May 1	Beijing	Canadian Embassy
May 2	Beijing	Ministry of Foreign Economics and Trade State Education Commission
May 3	Beijing	Beijing Normal University Beijing University
May 4	Beijing	Central University for Nationalities Beijing University of Science and Technology
May 5	Beijing	Tsinghua University Chinese Academy of Sciences
May 8	Changchun	Northeast Normal University Jilin University
May 9	Changchun	Norman Bethune University of Medical Sciences Jilin Educational Institute
May 11	Shanghai	Fudan University Shanghai Jiaotong University
May 12	Shanghai	Shanghai International Studies University Shanghai Engineering and Science University
May 15	Wuhan	Huazhong University of Science and Technology Huazhong Agricultural University
May 16	Wuhan	Wuhan Iron and Steel University Wuhan University
May 18	Nanjing	Nanjing University Southeast University

Appendix 12: Comparative data on CIDA's China programs, 1983-95

Table 12

Program	Canadian academics ¹			Chinese academics ²		
	No. visits to China	Time in China		No. visits to Canada	Time in Canada	
		Days	% of total		Days	% of total
CCHDTP ³	0	0	0	442	170 952	21.2
CCLCP	32	10 029	18.6	72	20 739	2.6
CCMEP	468	15 536	28.8	909	260 343	32.3
CCULP	541	14 721	27.3	661	121 904	15.1
ICDS/BIL	161	13 637	25.3	217	129 225	16.0
OTHERS ⁴	0	0	0	289	102 159	12.7
Total	1 202	53 923	100.0	2 590	805 322	99.9

1. Reflects academic exchange activity under five major CIDA programs for China (CCULP, CCMEP, CCLCP, ICDS and CCHDTP).
2. Reflects academic exchange activities in all CIDA programs for China.
3. Reflects only those CCHDTP trainees who were placed at Canadian universities.
4. Data are not available for in-China participation in other CIDA programs by Canadian university professors.

Figure 1

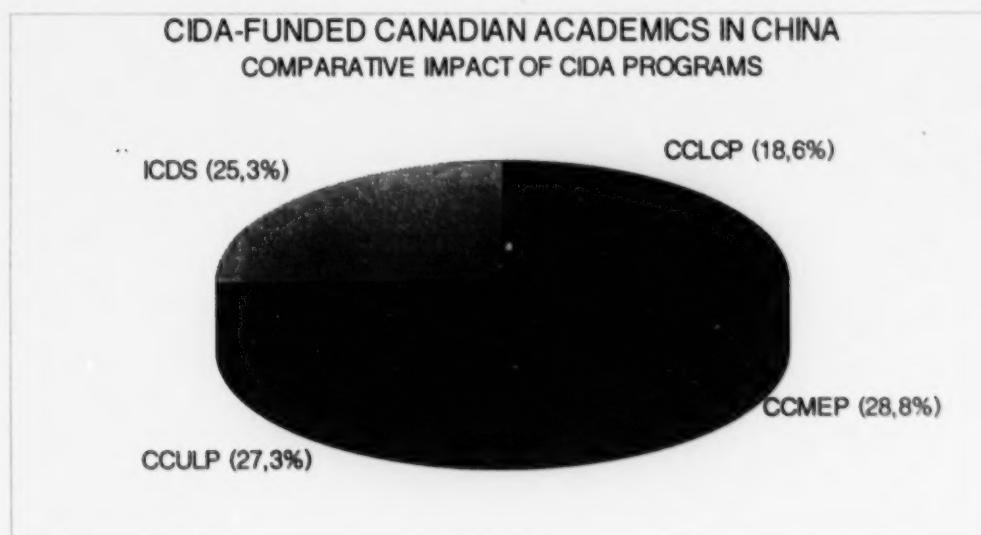
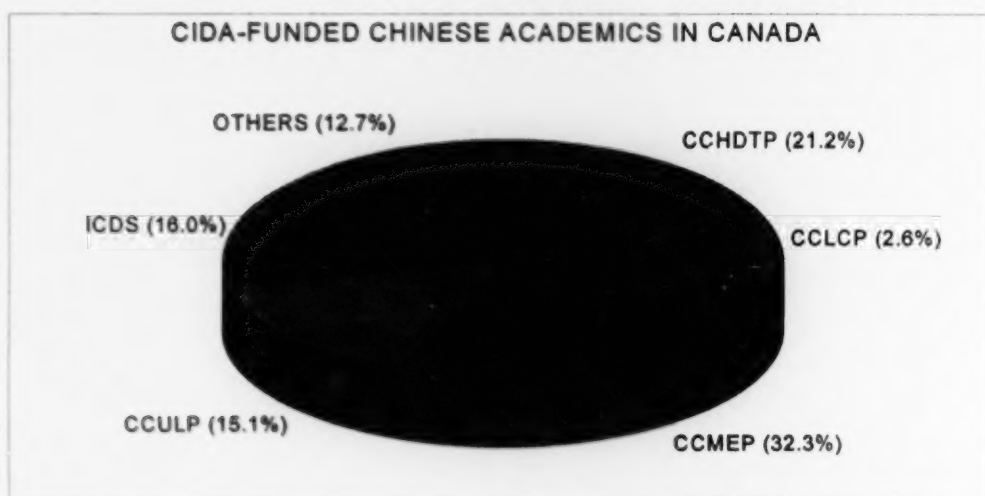


Figure 2



Appendix 13: CCMEP linkages

Lead universities

University of Alberta
Xian Jiaotong University

University of British Columbia
Shanghai Jiaotong University

Concordia University
Hautes Études Commerciales
Tianjin University

Dalhousie University
Xiamen University

McGill University
People's University of China

University of Toronto
Central China University of
Science and Technology

University of Western Ontario
University of Waterloo
Tsinghua University

York University
Nankai University

Associate universities

Canada:
University of Calgary
University of Manitoba
University of Regina
University of Saskatchewan
China:
Chengdu Institute of Science and Technology
Chongqing University

Canada:
University of Victoria
China:
East China Institute of Chemical Engineering
Shanghai College of Science and Technology

China:
Tongji University
Jilin Industrial University

Canada:
Saint Mary's University
China:
Shandong University
Wuhan University

Canada:
Carleton University
Queen's University
Université de Sherbrooke
China:
Jilin University
Lanzhou University

Canada:
University of Manitoba
Wilfrid Laurier University
University of Ottawa
Queen's University
China:
Huanan Institute of Technology
Zhejiang University

China:
Dalian Institute of Technology
Southeast University

Canada:
Université Laval
McMaster University
China:
Nanjing University
Sichuan University

Appendix 14: CCULP linkages

Cycle 1

Carleton University — University of International Business and Economics
 Institut de Recherches Cliniques de Montréal — Shanghai Second Medical University
 McGill University — Chongqing Institute for Architecture and Engineering
 McGill University — Nankai University
 McMaster University — Beijing University of Science and Technology
 Ryerson Polytechnic University — Sun Yat-sen University of Medical Sciences
 University of British Columbia — You An Hospital
 University of Manitoba — Central China Agricultural University
 Université de Montréal — Norman Bethune International Peace Hospital
 University of Toronto — Shanxi Institute of Soil and Water Conservation, Chinese Academy of Sciences

Cycle 2

British Columbia Children's Hospital — Guangzhou Children's Hospital
 Concordia University — Southeast University
 Ontario Institute for Studies in Education — Beijing Normal University — East China Normal University —
 Nanjing Normal University — Northeast Normal University — Northwest Normal University — Southwest Normal
 University
 Technical University of Nova Scotia — Zhejiang University
 Université de Montréal — Shanghai Institute of Mechanical Engineering
 Université du Québec à Chicoutimi — Geochemistry Institute, Chinese Academy of Sciences
 Université Laval — Diplomacy Institute
 University of Manitoba — Northwest Agricultural University — Shanghai Academy of Agricultural Sciences —
 Sichuan University
 University of Ottawa — Tianjin Medical College
 University of Toronto — Wuhan Iron and Steel University
 University of Waterloo — Shanghai Engineering and Science University

Cycle 3

Dalhousie University — Technical University of Nova Scotia — Beijing University — Tsinghua University
 Laurentian University — Southwest Institute of Technology
 Ryerson Polytechnic University — Lanzhou Railway Institute
 Simon Fraser University — Central University for Nationalities
 Toronto Hospital for Sick Children — Gansu Provincial People's Hospital
 Université Laval — Norman Bethune University of Medical Sciences
 University of Alberta — Central Institute for Educational Administration
 University of Manitoba — Beijing University of Aeronautics and Astronautics
 University of Manitoba, West China University of Medical Sciences
 University of Regina — Jilin Educational Institute

Appendix 15: ICDS/bilateral linkages

Carleton University — University of International Business and Economics
McGill University — Nankai University
McMaster University — Beijing University of Science and Technology
Ryerson Polytechnic University — Shanghai University of Technology
Université Laval — Shanghai International Studies University
University of Guelph — Beijing Agricultural University
University of Saskatchewan — Inner Mongolia Engineering College
University of Saskatchewan — Northeast Normal University
University of Toronto — West China University of Medical Sciences
University of Toronto — Xian Jiaotong University

Appendix 16: The impact of CIDA funding on Canada/China academic cooperation by Canadian province

Table 13

Province	Canadian academics in China ¹		Chinese academics in Canada ²	
	Visits	Days	Visits	Days
British Columbia	160	3 575	365	98 511
Alberta	53	1 742	199	49 377
Saskatchewan	64	1 680	90	45 021
Manitoba	61	1 539	81	24 051
Ontario	486	25 113	1 043	344 528
Quebec	273	7 520	558	177 723
New Brunswick	4	136	11	5 193
Nova Scotia	90	12 315	217	59 292
Prince Edward Island	4	113	0	0
Newfoundland	0	0	1	402
Unknown/misc.	7	190	25	1 224
Total	1 202	53 923	2 590	805 322

1. Reflects academic exchange activities under five major CIDA programs for China (CCULP, CCMEP, CCLCP, CCHDTP and ICDS).
2 Reflects academic exchange activities in all CIDA programs for China.

Figure 3

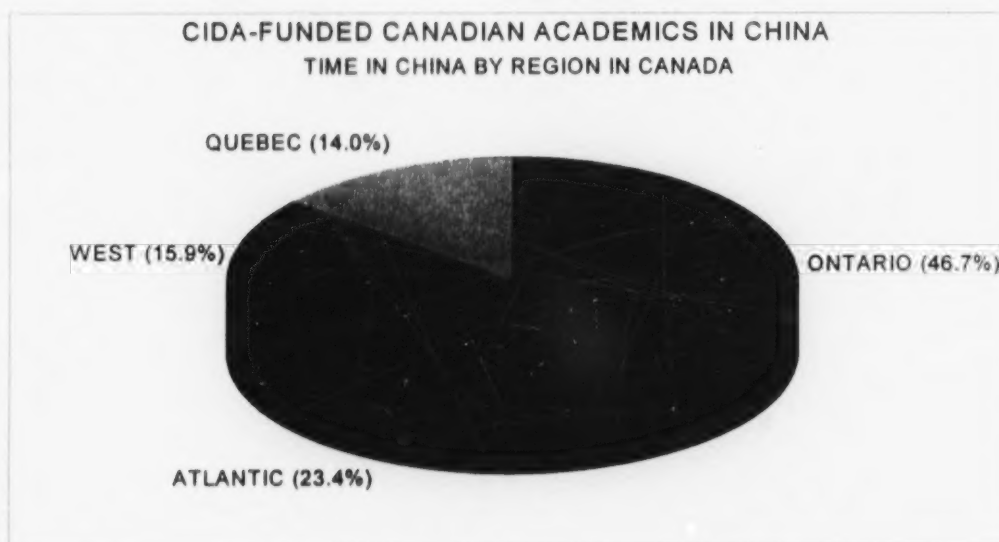
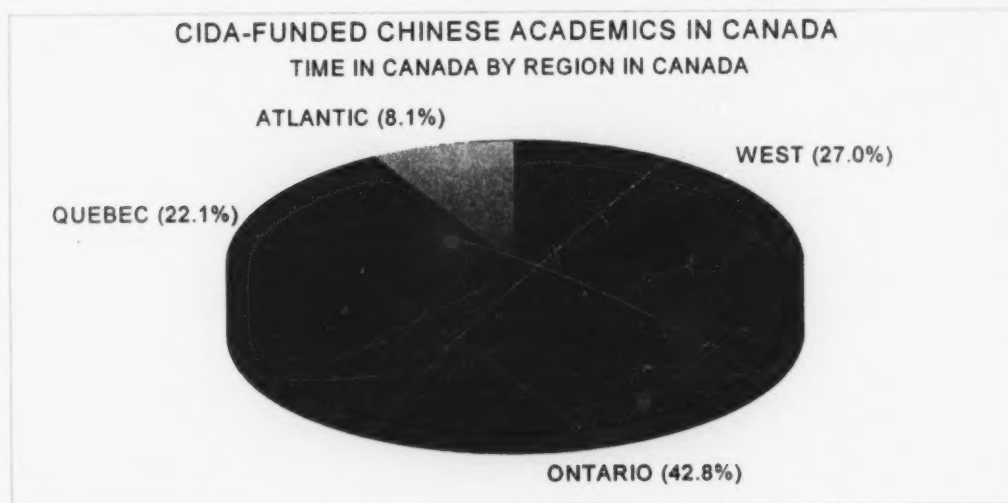


Figure 4



Appendix 17: The impact of CIDA funding on Canada/China academic cooperation by Canadian university

Table 14

Canadian university	Province	Canadian academics ¹		Chinese academics ²	
		Visits to China	Days in China	Visits to Canada	Days in Canada
Acadia University	NS	1	40	2	795
Brock University	Ont.	1	26	6	2 406
Carleton University	Ont.	14	1 011	74	33 363
Concordia University	Que.	34	767	88	28 554
Dalhousie University	NS	31	1 615	103	30 297
Institut de recherches cliniques de Montréal	Que	11	130	24	12 708
Lakehead University	Ont.	0	0	2	390
Laurentian University of Sudbury	Ont.	22	484	24	3 861
McGill University	Que	92	2 571	150	45 414
McMaster University	Ont.	111	7 976	186	52 896
Memorial University of Newfoundland	Nfld	0	0	1	402
Menon Simons College	Man.	0	0	1	30
Mount St. Vincent University	NS	1	48	1	453
Nova Scotia Agricultural College	NS	0	0	20	6 468
Ontario Institute for Studies in Education	Ont.	25	1 244	33	5 721
Queen's University of Kingston	Ont.	1	27	13	6 114
Ryerson Polytechnic University	Ont.	46	5 793	55	15 674
Saint Mary's University	NS	39	10 352	51	13 713
Simon Fraser University	BC	24	446	95	29 814
Technical University of Nova Scotia	NS	18	260	40	7 566
Université de Montréal ³	Que	67	1 467	123	29 436
Université de Sherbrooke	Que	7	340	0	0
Université du Québec ⁴	Que	0	0	11	4 305
Université du Québec à Chicoutimi	Que	8	175	26	5 421
Université du Québec à Montréal	Que	0	0	40	17 229
Université du Québec à Trois Rivières	Que	0	0	11	6 333
Université Laval	Que.	54	2 070	84	28 290
Université de Moncton	NB	1	73	0	0
University of Alberta	Alta	53	1 742	184	43 704
University of British Columbia	BC	128	3 056	263	66 369
University of Calgary	Alta	0	0	15	5 673
University of Guelph	Ont.	6	254	66	37 044
University of Manitoba	Man.	61	1 539	80	24 021
University of New Brunswick	NB	3	63	11	5 193
University of Ottawa	Ont.	36	879	41	10 014
University of Prince Edward Island	PEI	4	113	0	0
University of Regina	Sask.	14	350	26	5 751
University of Saskatchewan	Sask.	50	1 330	64	39 270
University of Toronto	Ont.	82	3 521	257	85 422
University of Victoria	BC	8	73	7	2 328
University of Waterloo	Ont.	51	1 110	112	24 018
University of Western Ontario	Ont.	13	230	59	20 451
University of Windsor	Ont.	4	125	0	0
Wilfrid Laurier University	Ont.	5	121	27	10 533
York University	Ont.	68	2 267	87	36 588
Unknown/Miscellaneous		8	235	27	1 290
Totals		1 202	53 923	2 590	805 322

1. Reflects academic exchange activities under five major CIDA programs for China (CCULP, CCMEP, CCLCP, ICDS and CCHDTP).

2. Reflects academic exchange activities in all CIDA programs for China.

3. Includes École polytechnique and École des hautes études commerciales.

4. Includes École nationale d'administration publique and École de technologie supérieure.

**Appendix 18: The impact of CIDA funding on Canada/China academic cooperation,
Chinese graduate students in Canada**

Table 15

Program	All Chinese academics		Chinese graduate students		% of total	
	Visits	Days	Visits	Days	Visits	Days
CCHDTP ¹	442	170 952	0	0	0.0	0.0
CCLCP	72	20 739	60	19 536	83.3	94.2
CCMEP	909	260 343	229	188 604	25.2	72.4
CCULP	661	121 904	44	31 884	6.7	26.0
ICDS/BIL	217	129 225	114	107 607	52.5	83.3
Others	289	102 159	85	76 176	29.4	74.6
Total	2 590	805 322	532	423 807	20.5	52.6

1. Statistics reflect only those CCHDTP trainees who were placed at Canadian universities.

Appendix 19: The impact of CIDA funding on Canada/China academic cooperation by Chinese province

Table 16

Chinese province	Canadian academics in China ¹			Chinese academics in Canada ²		
	Host units	Visits	Days	Home units	Visits	Days
Anhui	0	0	0	2	4	1 566
Beijing	15	375	25 241	163	764	247 410
Fujian	1	27	2 099	15	92	31 002
Gansu	3	30	676	13	46	8 448
Guangdong	2	90	3 501	23	62	15 776
Guangxi	0	0	0	5	5	2 400
Guizhou	0	0	0	11	18	3 852
Hainan	0	0	0	10	11	1 584
Hebei	1	36	1 090	18	49	8 718
Heilongjiang	0	0	0	29	142	54 435
Henan	0	0	0	8	12	1 686
Hubei	4	88	3 913	16	146	62 256
Hunan	0	0	0	14	24	8 223
Inner Mongolia	1	12	302	9	34	17 994
Jiangsu	1	11	198	21	72	19 884
Jiangxi	0	0	0	3	3	1 176
Jilin	3	59	1 479	14	104	24 117
Liaoning	0	0	0	20	28	5 925
Ningxia	0	0	0	5	5	1 254
Qinghai	0	0	0	11	11	4 260
Shanghai	10	136	6 009	113	358	90 237
Shaanxi	3	80	2 488	33	120	36 204
Shandong	0	0	0	19	21	2 889
Shanxi	1	14	674	3	3	1 158
Sichuan	5	48	1 167	30	130	38 658
Tianjin	3	187	4 951	17	201	95 049
Xinjiang	0	0	0	1	1	399
Xizang	0	0	0	3	3	1 170
Yunnan	0	0	0	3	3	816
Zhejiang	1	9	135	20	42	15 141
Unknown	0	0	0	10	76	1 635
TOTALS	54	1 202	53 923	662	2 590	805 322

1. Reflects academic exchange activities under five major CIDA programs for China (CCULP, CCMEP, CCLCP, CCHDTP and ICDS).

2. Reflects academic exchange activities in all CIDA programs for China.

BEST COPY AVAILABLE

Figure 5

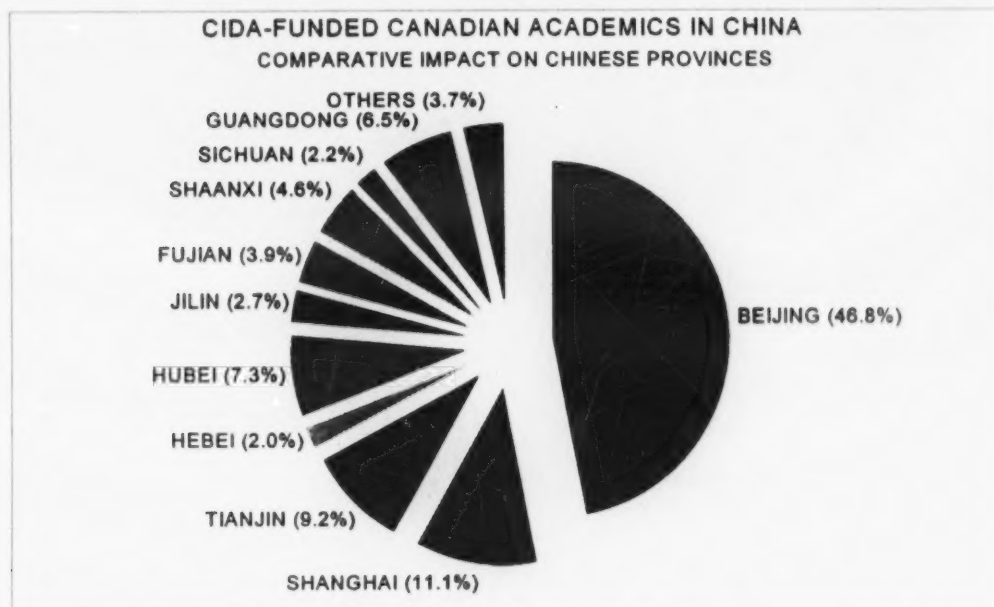
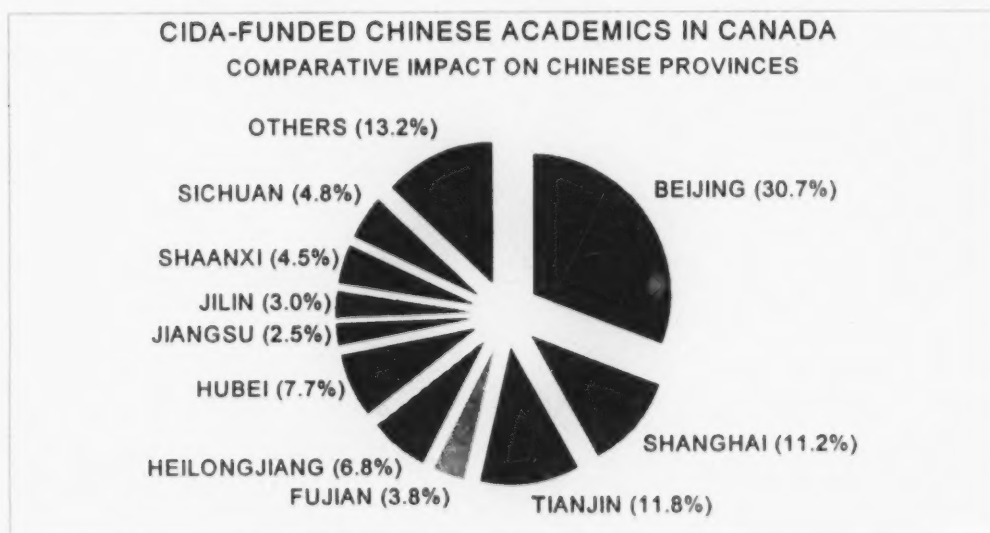


Figure 6



Appendix 20: The impact of CIDA funding on Canada/China academic cooperation by Chinese institutions

Table 17

Chinese institutions	Province or city	Canadian academics ¹		Chinese academics ²	
		Visits to China	Days	Visits to Canada	Days
Beijing Agricultural University	Beijing	5	244	36	16 983
Beijing Normal University	Beijing	41	10 497	45	10 320
Beijing University	Beijing	17	234	15	3 078
Beijing University of Aeronautics & Astronautics	Beijing	6	219	17	3 819
Beijing University of Science & Technology	Beijing	82	7 443	74	41 028
Central China Agricultural University	Hubei	20	545	21	6 714
Central China University of Science & Technology	Hubei	49	2 818	71	38 166
Central Institute for Educational Administration	Beijing	18	411	11	1 725
Central University for Nationalities	Beijing	22	411	11	414
Chinese Academy of Sciences	Beijing	8	175	42	9 342
Chinese Academy of Sciences	Shanxi	14	674	0	0
Chongqing Institute for Architecture & Engineering	Sichuan	11	171	17	915
Diplomacy Institute	Beijing	11	694	10	4 638
East China Normal University	Shanghai	7	555	6	1 110
Fudan University	Shanghai	20	157	14	837
Gansu Provincial People's Hospital	Gansu	6	119	13	1 116
Guangzhou Children's Hospital	Guangdong	72	2 118	18	1 533
Inner Mongolia Engineering College	Inner Mongolia	12	302	25	15 588
Jilin Educational Institute	Jilin	14	350	26	1 425
Lanzhou Railway Institute	Gansu	21	467	15	1 950
Nankai University	Tianjin	123	3 367	109	65 013
Norman Bethune International Peace Hospital	Hebei	36	1 090	30	3 498
Norman Bethune University of Medical Sciences	Jilin	11	181	33	5 442
Northeast Normal University	Jilin	34	948	21	11 784
Northwest Agricultural University	Shaanxi	12	255	8	1 716
Northwest Normal University	Gansu	3	90	5	1 089
People's University of China	Beijing	66	2 493	61	20 250
Shaanxi Normal University	Shaanxi	4	80	4	813
Shanghai Academy of Agricultural Sciences	Shanghai	4	91	5	1 485
Shanghai Engineering & Science University	Shanghai	23	294	36	2 859
Shanghai Institute of Mechanical Engineering	Shanghai	21	237	31	6 861
Shanghai International Studies University	Shanghai	3	186	13	7 359
Shanghai Jiaotong University	Shanghai	35	361	104	37 233
Shanghai Second Medical University	Shanghai	11	130	14	5 145
Shanghai University of Technology	Shanghai	11	3 995	16	5 307
Sichuan University	Sichuan	2	186	6	2 637
Southeast University	Jiangsu	11	198	41	10 161
Southwest Institute of Technology	Sichuan	19	449	23	3 471
Southwest Normal University	Sichuan	1	30	2	342
Sun Yat-sen University of Medical Sciences	Guangdong	18	1 383	4	569
Tianjin Medical College	Tianjin	24	551	20	1 725
Tianjin University	Tianjin	40	1 033	58	24 084
Tongji University	Shanghai	1	3	6	912
Tsinghua University	Beijing	59	1 147	93	20 727
University of International Business and Economics	Beijing	8	590	74	35 106
West China University of Medical Sciences	Sichuan	15	331	37	13 323
Wuhan University	Hubei	12	482	13	1 371
Wuhan University of Iron and Steel Technology	Hubei	7	68	8	2 379
Xiamen University	Fujian	27	2 099	78	28 296
Xian Jiaotong University	Shaanxi	64	2 153	76	26 694
You An Hospital	Beijing	27	631	14	1 947
Zhejiang University	Zhejiang	9	135	21	4 800
State Education Commission/MOFTEC	Beijing	5	52	36	9 198
Total		1 202	53 923	1 587	524 297 ³

1. Reflects academic exchange activities under five major CIDA programs for China (CCULP, CCMEP, CCLCP, ICDS and CCHDTP).

2. Reflects academic exchange activities in all CIDA programs for China.

3. An additional 1003 CIDA-funded people drawn from 605 institutions across China were also sent to Canadian universities for a total of 281 025 days during this period. Of these, 32 account for 326 trainees for 105 690 days abroad. The remaining 677 people were drawn from 573 institutions (with no more than three people from any one institution).

Appendix 21: Impact of CIDA funding of Canada-China academic cooperation by field of specialization

Table 18

Specialization	Canadian academics ¹			Chinese academics ²		
	Went to China	Days	%	Went to Canada	Days	%
Agriculture ³	74	1 931	3.6	305	141 048	17.5
Architecture	11	171	0.3	16	1 179	0.1
Computer Science	20	2 949	5.5	24	6 321	0.8
Engineering	116	6 488	12.0	242	94 053	11.7
Environment ⁴	25	342	0.6	117	23 253	2.9
Health	213	5 833	10.8	222	54 158	6.7
Humanities ⁵	66	13 529	25.1	49	16 542	2.1
Law	5	549	1.0	13	6 246	0.8
Management ⁶	489	15 342	28.5	1 051	284 409	35.3
Miscellaneous ⁷	5	49	0.1	5	1 617	0.2
Sciences ⁸	37	1 216	2.3	104	37 905	4.7
Social Sciences ⁹	121	4 975	9.2	364	120 240	14.9
Transportation	16	204	0.4	71	18 219	2.3
Unknown	4	345	0.6	7	132	0.0
Total	1 202	53 923	100.0	2 590	805 322	100.0

1. Reflects academic exchange activities under five major CIDA programs for China (CCULP, CCMEP, CCLCP, CCHDTP and ICDS).

2. Reflects academic exchange activities in all CIDA programs for China.

3. Includes forestry.

4. Includes energy and water and sanitation.

5. Includes communications, interpretation and language and literature.

6. Includes accounting, finance and international trade.

7. Includes Asian studies, library science and tourism.

8. Includes geology and mathematics.

9. Includes economics, education, geography, human settlements, surveying and women in development.

BEST COPY AVAILABLE

Appendix 22: The impact of CIDA funding on Canada/China academic cooperation by gender

Table 19

Program	Canadian academics in China ¹					Chinese academics in Canada ²				
	Male	Female	Unknown	Total	%	Male	Female	Unknown	Total	%
CCHDTP ³	0	0	0	0	0.0	111 810	59 142	0	170 952	34.6
CCLCP	2 555	7 474	0	10 029	74.5	9 339	11 400	0	20 739	55.0
CCMEP	11 834	3 659	43	15 536	23.6	212 184	42 339	5 820	260 343	16.3
CCULP	8 295	6 316	110	14 721	42.9	88 493	32 532	879	121 904	26.7
ICDS	12 327	1 310	0	13 637	9.6	93 033	36 192	0	129 225	28.0
OTHERS ⁴	0	0	0	0	0.0	86 154	16 005	0	102 159	15.7
TOTAL	35 011	18 759	153	53 923	34.8	601 013	197 610	6 699	805 322	24.5

1. Reflects academic exchange activity under five major CIDA programs for China (CCULP, CCMEP, CCLCP, CCHDTP and ICDS).

2. Reflects academic exchange activities in all CIDA programs for China.

3. Reflects only those CCHDTP trainees who were placed at Canadian universities.

4. Data on in-China participation in other CIDA programs by Canadian university professors are not available.

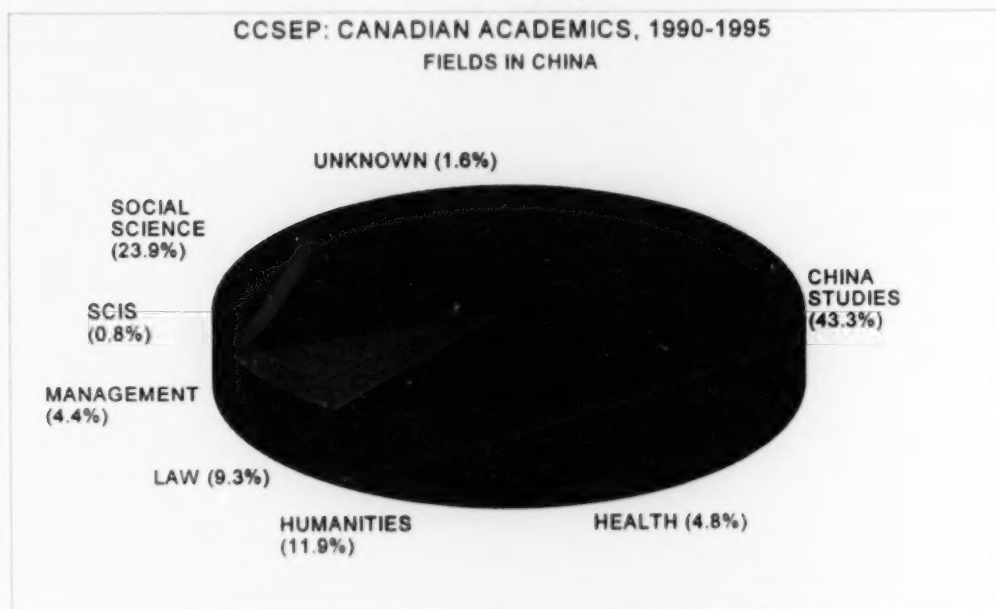
BEST COPY AVAILABLE

Appendix 23: Distribution of Canadian academics at Chinese universities under the Canada/China Scholar Exchange Program, 1990-95

Table 20

University	Province	Visitors	Days
Anhui Normal University	Anhui	1	300
Beijing College of Fine Arts	Beijing	1	730
Beijing College of Traditional Chinese Medicine	Beijing	2	600
Beijing International Studies University	Beijing	1	300
Beijing Language Institute	Beijing	5	1 635
Beijing Normal University	Beijing	1	275
Beijing University	Beijing	17	4 295
Beijing University of Science & Technology	Beijing	1	365
Capital Normal University	Beijing	1	300
Central Institute of Fine Arts	Beijing	1	300
East China Normal University	Shanghai	3	845
Fudan University	Shanghai	7	2 660
Heilongjiang University	Heilongjiang	1	180
Jilin University	Jilin	1	300
Liaoning Normal University	Liaoning	1	150
Nanjing College of Traditional Chinese Medicine	Jiangsu	1	300
Nanjing University	Jiangsu	4	1 000
Nankai University	Tianjin	2	1 030
National Film Archives	Beijing	1	180
Northeast Normal University	Jilin	1	300
People's University of China	Beijing	3	965
Shandong University	Shandong	1	90
Shanghai Drama Institute	Shanghai	1	365
Shanghai Medical University	Shanghai	1	180
Sichuan Normal University	Sichuan	1	180
Sichuan University	Sichuan	2	545
Suzhou University	Jiangsu	2	545
Tsinghua University	Beijing	1	180
University of International Business & Economics	Beijing	1	270
Wuhan University	Hubei	1	90
Xiamen University	Fujian	4	1 210
Zhongshan University	Guangdong	1	365
Unknown	Unknown	12	2 815
Total		84	23 845

Figure 7



Appendix 24: Distribution of Chinese academics at Canadian universities under the Canada/China Scholar Exchange Program, 1990-95

Table 21

University	Province	Visitors	Days
Carleton University	Ontario	2	600
Concordia University	Quebec	6	1 260
Dalhousie University	Nova Scotia	2	420
McGill University	Quebec	5	1 170
McMaster University	Ontario	1	180
Nova Scotia College of Art	Nova Scotia	1	240
Ontario Institute for Studies in Education	Ontario	1	120
Université de Montréal	Quebec	7	1 170
Université du Québec à Montréal	Quebec	2	480
Université du Québec à Rimouski	Quebec	1	180
Université Laval	Quebec	6	1 320
University of Alberta	Alberta	8	2 040
University of British Columbia	British Columbia	4	840
University of Calgary	Alberta	2	600
University of Guelph	Ontario	2	420
University of Manitoba	Manitoba	2	390
University of Ottawa	Ontario	3	720
University of Toronto	Ontario	14	3 120
University of Victoria	British Columbia	2	360
University of Western Ontario	Ontario	4	900
York University	Ontario	10	2 520
Unknown		14	1 620
Total		99	20 670

Figure 8

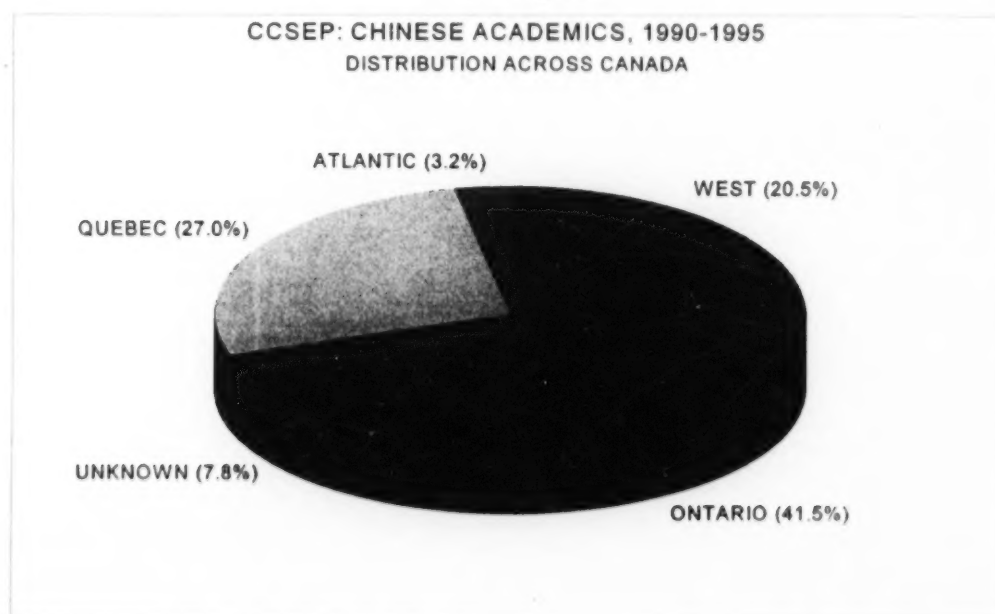
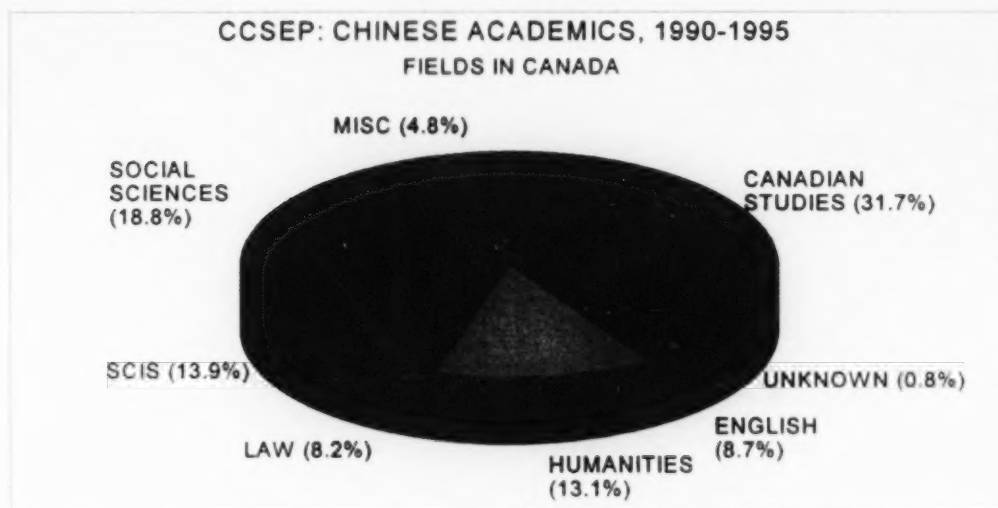
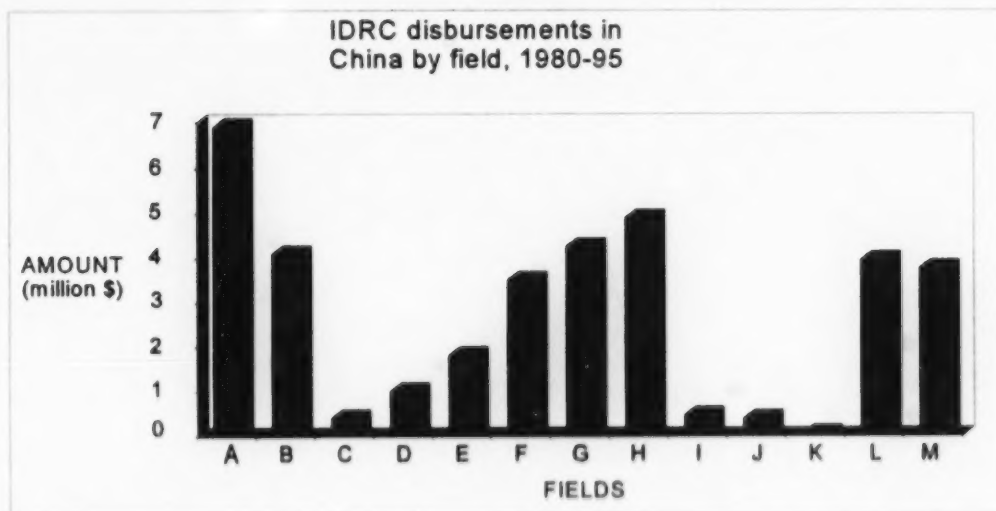


Figure 9



Appendix 25: IDRC in China, 1980-95

Figure 10



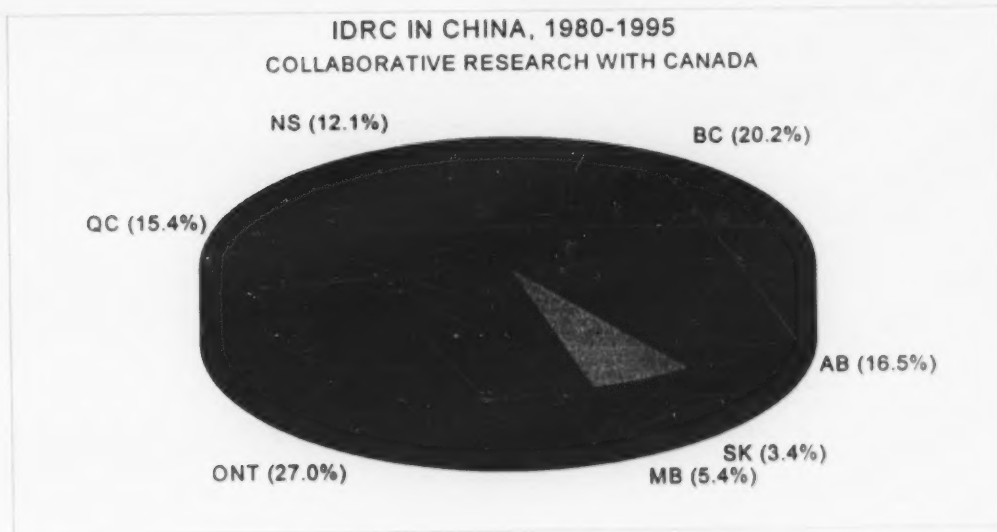
A - Agriculture, B - Aquatics, C - Commerce, D - Education, E - English, F - Environment,
G - Forestry, H - Health, I - Humanities, J - Law, K - Management, L - SCIS and
M - Social Sciences

Table 22

IDRC-funded collaborative research projects with Canadian universities		
Canadian university	Chinese university or research institute	Short project title
Dalhousie University/ Saint Mary's University	Unspecified links in China, Thailand and Indonesia	Aquatic Biodiversity
Dalhousie University	Shanghai Fisheries Institute	Fish Genetics Network
McGill University	Lanzhou Plateau Atmospheric Physics Institute	Weather Radar
McGill University	Nankai University	Biosorbents
McMaster University	Sichuan Medical College	Leukopenia/ Cytomegalovirus Infection
Queen's University at Kingston	Economic Legislation Research Centre of Beijing	Economic Legislation
Simon Fraser University	Yunnan Academy of Social Sciences	Cooperative Development
Simon Fraser University	Zhejiang University	Indigenous Technology
Université Laval	Institute of Nationality Studies of the Chinese Academy of Social Sciences	Written Languages of China
University of Alberta/ University of British Columbia	Central Research Institute of Building & Construction	Earthquake Dam Safety
University of Alberta/ University of Guelph	Zhongshan University	Induced Spawning
University of British Columbia	Jiangsu Academy of Social Sciences	Rural Non-agricultural Employment/ Technology Import and Transfer
University of British Columbia	National Bureau of Oceanography	Marine Ecosystem Enclosed Experiment
University of Calgary	Tongji Medical University	Low-cost Travel Modes
University of Guelph	Chinese Academy of Agricultural Sciences	Biological Pest Control
University of Manitoba	Nanjing Agricultural University	Enzyme-enhanced Poultry Feeds
University of Manitoba	Xian Jiaotong University	Gas Insulation Systems
Université de Montréal	Beijing University	Regional Development of Education/Growth and Change in Medium-sized Cities
Université du Québec à Montréal	Shanghai University	Small Enterprises
University of Saskatchewan	Tsinghua University	Expansive Soils
University of Toronto	Guangdong Academy of Sciences	Soil Erosion
University of Toronto	Sun Yat-sen University of Medical Sciences	Infant Nutrition
University of Toronto	Yunnan University	Biosphere
University of Victoria	East China Normal University	Issues in Chinese Education
University of Waterloo	National Remote Sensing Centre of China	Digital Image Processing
University of Western Ontario	Institute of Scientific and Technical Information of Shanghai	Information and Small Business

BEST COPY AVAILABLE

Figure 11



References

- AUCC (Association of Universities and Colleges of Canada). 1995. Profile of the international work of Canadian universities. AUCC, Ottawa, Canada.
- CCLCP (Canada/China Language and Cultural Program). 1993. Phase II Report, 1990-93. Saint Mary's University, Halifax, Canada.
- Canadian Bureau for International Education. 1993. The national report of international students in Canada, 1992/93. Canadian Bureau for International Education, Ottawa, Canada.
- _____. 1995. The national report of international students in Canada, 1994/95. Canadian Bureau for International Education, Ottawa, Canada.
- CIDA (Canadian International Development Agency). 1984. Canada-China Development Cooperation Backgrounder. CIDA, Hull, Canada.
- _____. 1993. CIDA programs in China: Asia. CIDA Asia Branch, Hull, Canada.
- _____. 1994a. Asia: CIDA's development assistance. CIDA, Hull, Canada.
- _____. 1994b. China. CIDA, Hull, Canada.
- _____. 1994c. China: country development policy framework. CIDA, Hull, Canada.
- RPU (Ryerson Polytechnic University). n.d. China partnership program. RPU, Toronto, Canada.
- Singer, M. 1986. Canadian Academic Relations with the People's Republic of China Since 1970. International Development Research Centre, Ottawa, Canada.
- _____. 1992. China's Academic Relations with Canada: Past, Present and Future. Centre for Developing Area Studies, McGill University, Montreal, Canada.
- SSHRC (Social Sciences and Humanities Research Council). 1988. Annual report, 1987-88. Ministry of Supply and Services, Ottawa, Canada.
- U of O (University of Ottawa). 1995. Facts and figures. Public Relations and Information Services, University of Ottawa, Ottawa, Canada.

Endnotes

1. My IDRC study was based on more than 600 interviews with both Canadian and Chinese academics in Canada between 1982 and 1985. My McGill follow-up study, relied heavily on about 100 follow-up interviews conducted in Canada and China between 1986 and 1990.

2. It was only in January 1995 that I learned about the alumni database of the Cooperation Support Unit attached to the Canadian Embassy in Beijing. In any case its focus — CIDA-funded trainees — was too narrow for my purposes.

3. The computer software I used is called "askSam" version 3.0 for Windows (available from Seaside Software, Inc). I recommend this program highly to all social science researchers, and I will always be grateful to Valdemar Larsen at AUCC for bringing it to my attention.

4. The only "institutional linkage" predating 1970 was the informal Norman Bethune Medical Exchange between McGill University and Beijing Medical College which dates back to the early 1960s and is described in more detail in Singer (1986, p. 143).

5. The statistics for this phase are drawn from the 61 appendices in my earlier study (Singer 1986, 254–375).

6. The statistics reported in this section are drawn from the 61 appendices of Singer (1986, 254–375).

7. Statistics for this phase are drawn from my 1991 presentation (please see Singer 1992, pp. 1–19).

8. Statistics for this phase are from Singer (1992, pp. 1–19).

9. For a more detail account of the early years of CIDA's involvement in China, please see Singer 1986, pp. 52–56.

10. I am reasonably confident about statistics for 1973–83 and 1990–95, but the intervening period is one for which reliable data are less readily available. See Singer (1986, pp. 57–58, 331–340, 358) for data and analysis of the first decade of the exchange program.

11. NSERC was unable to provide more detailed information about the participants.

12. CCULP project directors received a preview of these eight points at the final project directors' meeting in Nanjing in September 1995. I have made one change since then; although there are still eight points, I have eliminated "timing" and replaced it with "communications."